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ABSTRACT

Parenting is the toughest job there is, and yet, there is very little training. Most parent their children by the methods their parents used. Parenting involves skills that must be learned. Even among good parents there is always room for improvement. This series of workshops is designed for persons who want to be better parents or guardians. Four facilitator's guides cover four parts of the Successful Parenting workshop. Each guide is designed to be used in tandem with a video. Guides include notes to facilitators regarding use of the booklet, a list of materials required to conduct a workshop, suggested time frame for a one-hour workshop, suggested time frame for a two-hour workshop, and suggestions for the facilitator. Each step of the process is outlined and includes things for the facilitator to say, possible audience reaction, and "stage directions." The four guides are titled: (1) Self-Esteem is the Key; (2) Communication is Crucial; (3) Discipline Makes the Difference; and (4) School Success Takes Teamwork. (JBJ)

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ED 390 007

SUCCESSFUL PARENTING

Part One

Self-Esteem is the Key

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Facilitator's Guide

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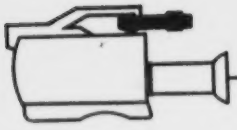

RICHARDS & TAYLOR
VIDEO PRODUCTIONS

Hi!

As a teacher and school counselor for the past 20 years, I have worked with children of all ages. I have consulted with their teachers and their parents or guardians. I am convinced that children want to succeed and that parents and guardians try to do a good job of raising their children. I believe that parenting is the toughest job there is, and yet, it is the one for which we get very little training. I want to change that.

My partner, Robin Richards, and I are producing a series of videotapes called SUCCESSFUL PARENTING. This is Part One, "Self-Esteem is the Key." We are delighted that you have selected our materials to use in your workshop. It is our fervent hope that you and those attending your workshop will view the video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this workshop can thus be happier and have fewer problems both now and in the future. We hope the materials in this series will help you and your workshop participants become even more successful at the art of parenting.

Best wishes!

Barbara Lynn Taylor

Barbara Lynn Taylor

Notes to facilitators:

Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it...that's what will make your workshop special!

- *"Stage" directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

Materials required to conduct a workshop:

1. Videotape-"Self-Esteem is the Key". (This is copyrighted and may not be duplicated.)

2. A copy of each handout found on pages 27 & 28 in this Facilitator's Guide for each participant. (Feel free to duplicate these.)

3. A pencil for each participant.

4. This Facilitator's Guide.

5. A parent kit is suggested for each participant for follow-up. (See ordering information at the end of this guide. Allow two weeks to receive your order.)

6. Gold stars are optional. See "Conclusion" section.

7. A board and chalk or flip chart and markers are optional.

8. A chore chart is optional. (See page 15)

Suggested time frame for a one-hour workshop:

- Do Part I, "Before Viewing the Video" — 5 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses. — 2 minutes
- Show the video, "Self-Esteem Is The Key" — 18 minutes
- Discuss the suggestions. You may choose to do: — 30 minutes
  - Each one for 3 minutes.
  - 5 of them for 6 minutes each.
  - 3 of them for 10 minutes each.
  - 2 of them for 15 minutes each.
  - 1 for the entire 30 minutes.
  - .....or, whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. — 5 minutes

Suggested time frame for a two-hour workshop:

- Do Part I, "Before Viewing the Video" — 10 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses — 2 minutes
- Show the video, "Self-Esteem is the Key" — 18 minutes
- Discuss the suggestions. You may choose to do: — 80 minutes
  - Each of the 10 suggestions for 8 minutes each
  - 8 of them for 10 minutes each
  - 5 of them for 16 minutes each.
  - 2 of them for 40 minutes each
  - .....or whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. — 10 minutes

SUGGESTIONS FOR THE FACILITATOR:

Welcome each of your workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time or after they gather as to the ages, sexes, and names of their children. That will help you personalize your comments later as you lead the discussions.

It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to both concepts and vocabulary. Strive to teach to those levels.

Set a tone of respect by saying something like, "Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok?"

The intention of the next section called "Before Viewing the Video" is to stimulate interest and to encourage the viewers to watch with a purpose.

NOTES:

I. BEFORE VIEWING THE VIDEO.

Picture your children 25 years from now. What do you want for them?

Possible answers:.. happiness... security... a husband... a wife... children... popularity... spiritual peace... wealth... physical health... mental health... a job, etc.

You may get some humorous ones here...enjoy! Link answers between participants such as by saying, "Beth, it sounds like you and Amy have the same ideas when it comes to wanting your children to be kind, caring adults who reach out to the community." or "Chris, it sounds like you and Daryl both place a high priority on independence and success in business."

Link answers by categories such as necessities for life, character traits, etc.

You may want to write answers on a flip chart or board.

Parents do have to clothe, feed, and shelter their kids, (and some days that's about all we can manage!) but successful parenting is more than just doing those things until it's time for our children to move out. It's lots more.

(Relate to the answers they just gave such as "Sue just said she wants her son to be happy and David wants his daughter to have financial security....etc.)

Successful parenting is contributing to the <u>kind</u> of persons your children become; the success they achieve both at home and on the job. Your children's feelings and beliefs about themselves are the foundation of that success and YOU play <u>the most vital role</u> in the development of that self-esteem.

Think of your children today. *(Pause)* **Do they show signs of high self-esteem?** (*Pause*) **Can you tell?** (*Pause*) **Are you worried that they may have low self-esteem?** *(Pause)* **Do you know the signs? Is it possible that without meaning to, some parents say or do things that make their children think less of themselves?**

Most people will not say anything out loud, but you can tell from their body language that they know they have. Say the next part very gently or in a humorous way if you're the type.

Of course they have. We all have. None of us will ever be perfect parents, but we all can improve. This video will give you many ideas on how to enhance your child's self-esteem. You have taken a positive step toward being a more successful parent by coming to this workshop. GOOD FOR YOU! ! !

Distribute one copy of "My Personal Plan" to each participant. Explain that they will write down ideas as they view the video and during the discussions. Explain that the left hand column is for those things they already do well (and make sure they do write those things down!) and the right column is for things they want to try with their family. Assure them that the worksheet can be for their eyes only.

As you view the video, remember, nobody does it all right. Pat yourself on the back for those things you consistently do well. If you hear a suggestion and you realize that this is an area you haven't worked on, make a personal commitment to try. You'll be helping your children, and you'll feel better about yourself as a parent because you'll be sure you're on the right track.

Distribute a copy of the ten suggestions to each participant. Tell them you're giving them a list of the ten suggestions in the video so they won't have to try to write them all down while the video is showing. It is for them to keep.

We have placed one second of black screen between the sections of this videotape so that you may stop it at various points and therefore give you some choices in how you structure your workshop. Do what feels right to you.

Here are some possibilities:

1. Play all eighteen minutes at one time, then lead the discussion.

2. Play the first four minutes, stop the tape (right after the section in black and white), discuss the first two topics, then play the remaining part of the tape which explains the ten suggestions for enhancing your child's self-esteem. Then discuss those suggestions.

3. Play the first part, stop, discuss, then play the suggestions, stopping and discussing one at a time.

So now, relax and enjoy, "Self-Esteem Is the Key."

While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, humor, etc. This will be useful as you lead the ensuing discussions.

II. AFTER VIEWING THE VIDEO

Use this section of the Facilitator's Guide as a reference as you lead your discussion.

Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.

Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other. Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to a lively, informative, meaningful discussion!

FROM THE FIRST FOUR MINUTES OF THE VIDEO

1. Characteristics of high self-esteem.

Do you remember the characteristics of children with high self-esteem? Let's review them. *Brainstorm. You may want to write them down on a flip chart or board.*

Possible answers:

take risks	not afraid to fail	bounce back after a fall
raise hand	no fear of rejection	ask questions
volunteer answers	help others	share
praise others	happy	smile
high energy level	truthful (even if they know they will be punished)	

Discuss the above characteristics, accepting disagreements.

Initiate a discussion on this:

Can shy kids can have high self-esteem? Is it only the children with high self-esteem who ask questions and volunteer answers? Do kids with low self-esteem ever ask questions and volunteer answers? Is it possible that the kids who display all the accepted characteristics of children with high self-esteem really don't feel good about themselves?

Every child is different. The information presented in the video is supported by research and represents the popular beliefs of today. But, as we have just seen, there are no absolutes. We need to watch for red flags with our own children.

Now, keeping all that in mind, think of each of your children individually. Do you think each one has high self-esteem? How can you tell? *Encourage a group discussion about either the revealing characteristics they see in their children or about the children themselves, if the parents are comfortable with that.*

2. Verbal attacks

What did the scene in black and white (with the little boy being yelled at) mean to you?

Possible answers: I do that to my kids.....my husband does that.....my wife does that.....we hurt kids by saying things like that to them.....my dad did that to me.....my mom said those things, etc.

How did you feel as you watched it?
Possible answers: Embarrassed, angry, sick, sad, no big deal, etc.

Try to get a discussion going about what verbal attacks do to our kids. You may have to share a story of your own to kick it off.

Did it remind anyone of his or her own childhood?

Use lots of TLC here! Try to guide the group into stating that they know they should not say such things to their own children and that they intend to stop. I sometimes get a little "preachy" here...I think that's ok.

FROM THE LAST FOURTEEN MINUTES OF THE VIDEO

If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.

The second part of the video consists of 10 suggestions. Now we are going to discuss *(some or all of)* **those suggestions. Remember to continue taking notes on your worksheet.**

Discuss any or all of these suggestions in any order you wish. You may want to take them in numerical order. You may want to let the participants choose which ones they want to discuss, or you may want to recall the participants' reactions and choose according to those reactions.

You may want to start with a scene that always elicits discussion. It's the one with the little girl and her mother in the messy kitchen. Most viewers seem to think the first example is either typical or not mean enough but the second example is way too sweet. See if you and your group can find a "happy medium". This is a great place for a role play. Be sure to select outgoing participants who will get you off and rolling.

1. WORK ON YOUR OWN SELF-ESTEEM

1. **Do you have high self-esteem yourself? Are you working on it? How? What do you think adults can do to improve their own self-esteem?**

Possible answers: support groups, skill development, setting goals, accomplishing something, helping others, etc.

2. **Are you involved in a loving support system of some kind? How could you get in one?**

3. **Do you come across as confident and in control? Are you able to set limits for your children's behavior? Or do you often feel that you let others take advantage of you?**

4. **Are you willing to admit your own mistakes to your kids?**

5. **Can you put your own needs aside to focus totally on your children when they need you?**

2. PRAISE EFFORTS TOWARD A GOAL

1. **Do you remember when your baby first walked?**
Give time for sharing.

2. **Can you recapture that enthusiasm for other tasks your children try to accomplish now? Can you share some examples?**
Try to get them to share stories.

3. **Can you name three goals your children are working on right now?** *Possible answers*: doing a science project, learning to play an instrument, cleaning up the kitchen, or playing a sport.

4. **Can you list five things they'd have to do to reach each goal?**
Give time for thought. You may want to write on the flip chart or board.

For the examples of cleaning up the kitchen and doing a science project what steps come to mind?

Possible answers:

Science Project	Clean up Kitchen
a) pick topic	a) clear table
b) get materials	b) wipe table
c) set it up	c) put away food
d) do experiment	d) wash dishes
e) write it up	e) dry dishes

5. ***As your* children reach each step, praise them. Don't wait until the final goal is met.**

3. UNDERSTAND AND APPRECIATE EACH CHILD AS AN INDIVIDUAL

1. **Do you think it's important for parents to know the stages of child development?**

You may want to suggest that the parents go to the library or bookstore and get a book about child development. Suggest that they read up on the stages that describe their children today. Explain that if we understand the stages of child development, we'll understand our children better and we'll have more appropriate expectations.

2. What do you think a child's reaction would be if they were constantly compared to their brother or sister?

Lead a discussion on the hurt that comparison can cause.

3. **Does each child in your family have something only he or she can do particularly well such as making mechanical repairs, playing basketball, cooking, painting, singing, playing a musical instrument, writing etc.? Help each child in your family find something the others don't do well --- something only he or she is good at.** *Discuss possibilities.*

4. PROVIDE OPPORTUNITIES TO FEEL SUCCESS

1. **How can parents give their kids chances to succeed around the house?**

Possible answers: sweeping, doing dishes, or getting dressed by themselves.

What are some of the reasons parents don't let their kids do things for themselves?

Possible answers: It's quicker for parents to do it for them, parents think kids are not capable, teaching kids takes time and effort, etc. *This would be a good time to discuss how "crazy busy" most parents are and that lack of time leads to many of us doing things for our kids that they could do for themselves. If it's true for yourself, you may want to admit that you have done this and give specifics as sort of an ice breaker.*

2. **What are some chores children can do? How about your children?**

3. **Have you used a chore chart using checks or stars when the job is done? If not, you may want to try it.** *You may want to take time to demonstrate sample charts.*

4. **Are you willing to teach your children to do things and then stand back and let them try? What happens if it takes a painstakingly long time?**

5. **As a child's first teacher, what can a parent teach him or her?**
Try to get the group to share some of the neat things they have taught their children.

6 **How do you feel about the importance of reading to young children?**

7. **Where have you taken your young children in this community?** *Try to stimulate a discussion of where in your community to take children of different ages.*

8. **How do you handle the papers your child brings home from school? Do you look at them, display them on the refrigerator or somewhere else, and/or keep them?**

This might be a good place for a poll.

9. **How many of you still have a paper your child did while in kindergarten? Where is it?**

10. **How many of you are currently displaying a paper your child did in the last month? Where is it?**

11. **Has your child ever asked you to display his or her paper?**

12. **What messages do you think you're sending your children about whether you value their work?**

Brainstorm perhaps on a flip chart or board ways parents show their children that they value their work.

13. **What do you do when report cards come out? Do you look at them? Do you discuss them? Do you point out the positive, criticize the negative, or do both? Does what you do help or hurt your children's self-esteem?**

Try to get the group to brainstorm things they could do the next time report cards come out.

5. ALLOW YOUR CHILDREN TO MAKE DECISIONS

1. **Ask yourself: " What decisions did my children make for themselves today and what decisions did I make for them?"**

Brainstorm and put on flip chart or board.

2. **Some decisions you may believe are always a parent's responsibility and some you may think you could delegate to your children. You'll want to consider the age and maturity of your child. What are some decisions about your child's day that must be made by someone?**

Brainstorm and put on flip chart or board. Possible answers:

- **a) when to get up?**
- **b) what to wear?**
- **c) breakfast?**
- **d) hair style?**
- **e) which friends to be with?**
- **f) what to eat for lunch?**
- **g) how much to eat for dinner?**
- **h) when to go to bed?**

3. **Remember, we need to teach children how to make good decisions. How do we do that?**

4. **You may want to buy or check out a book on decision-making.**

5. **Once children can make decisions, they are more responsible, independent, and they have higher self-esteem.**

6. WHEN CORRECTION IS NEEDED, DO IT IN A POSITIVE WAY

1. **Keep in mind that all children make mistakes. When correcting your children, be sure not to attack them personally.**

2. **Instead of saying "You are careless because you spilled the milk", what else could you say?**

Possible answer: **"Spilling the milk was careless."**

Instead of saying, "You are mean to grab the ball from your brother," what else could you say?

Possible answer: **"Grabbing the ball was a mean thing to do."**

3. **Does making children feel stupid or worthless motivate them to improve?**

4. **Do you remember a time when someone humiliated you? Maybe it was a parent or grandparent, or maybe a teacher. Could you share how you felt? Were you inclined to try harder to do better or were you defensive and wanting revenge?**

5. **How many of you have heard someone say, "You always..."? Does that help build self-esteem and positive relationships? What does happen?**

6. ***Some mothers*** **go on and on and on.....and their kids tune them right out! Have you noticed your kids tuning you out? Let's see if we can practice some quick words to teach our kids what we expect. Let's try not to go on and on and on. Let's make it brief and to the point.**

Do role plays such as when a child leaves the room messy, doesn't feed the dog, leaves the bike in the yard, leaves the spelling book at school, etc.

7. **It's easy for us as parents to come in on the attack when our children have done something wrong. Some parents even think it's good parenting to yell or cuss at a child to get his or her attention.** *Discuss this statement.*

8. *Consider bringing up the topic of cultural differences here. Some cultural groups tend to be louder and more abrupt than others. Discuss in terms of there being no "right" or "wrong", but just different. It seems to me that it's the child's perception that determines how appropriate the parenting style is.*

9. *If the group is warmed up and into role plays, pick a confident person to play the child and do a role play where you, as the parent, attack. You might then try reversing the roles. Debrief the role play.*

10. **What happens when we attack our children verbally?**

Possible answers: They get defensive, hurt and resentful. Then either they won't even try again, or they'll work hard at becoming just as awful as you've said they are.

11. **Next time you see your children have done something wrong, before you start screaming, take <u>three deep breaths</u> and try to notice and comment on a couple of things they did right. Then address the problem area by telling them how you wish they would approach it next time.** *Ask the group to help you list some things their children have done recently that were wrong. Then use those ideas to do role plays using this technique.*

12. **Does this sound too sweet or unrealistic? Perhaps, but, in my opinion, that's part of the problem. We parents need to work on our parenting skills and style until the kinder, gentler method comes more naturally. This is something that every parent <u>can</u> do.**

7. PRAISE BUT DON'T JUDGE

1. **This one is tricky. We look to our parents for our first ideas about ourselves. So, it's important that we parents first show our children unconditional love, that is that we love them no matter what they do. It's also good for parents to say phrases like these when children are young: "You're smart," "You're strong," "You're so pretty," "You're funny," "You're good at sports," "You're talented in art," etc.**

2. **But if we keep that up as they get older, saying things like, "Your painting is the best," "You played a perfect game," "You're book report was fantastic," or "Your dancing was fair," we are judging for them and they won't evaluate their achievements themselves. They'll become dependent on our opinions.** *Be receptive to comments here. Refer to my statement in the video, "I'm in my 40's now and I'm still trying to please my daddy. I should be trying to please Barbara Lynn."*

3. **If we want our children to become fully-functioning adults, at some point (probably late elementary or early middle school), we need to shift gears. We need to make supportive statements without judging or rating our children. For example, with older children, it would be better to encourage them by saying "Wow, what a game you played!" "Are you pleased with the way it turned out?" "I can see you put a lot of work into that project." "Looks like you're proud of what you did."** *Elicit comments and be prepared for some skeptics.*

4. **You could simply put into words what they did such as, "You took the ball all the way down the court." or "You drove through downtown at rush hour today." It sounds obvious, but it lets them know that you noticed. Then they can react in a manner that could open up further discussion.** *(Ask if anybody's ever tried this method. If no one offers, tell a tale from your own experience.)*

5. **Many well-intentioned parents say things that are meant to encourage their children to try harder. But the effect is to make children think we expect perfection. That's not good. Dr. Sotile mentioned three examples in the video. Two are:**

- **"It made my day that you made straight A's."**
- **"I was praying that you'd make a hundred and you did and now I'm happy."**

Ask what effect those statements might have on a child.

6. **These two statements put too much pressure on the child to repeat the performance, because they indicate the parent's only source of happiness is the child's accomplishments. What could a parent say instead?**

Possible answers: "Are you proud of your report card? or "What did you think you were going to make?" "Straight A"s...that was tough!"

7. **These statements lead to discussions that help the child to judge their own behavior themselves, promoting a more mature outlook, appropriate for the adult they are becoming.**

8. **The third statement Dr. Sotile made was:**

- **"You came in second, well, who came in first?" In the eyes of a child, this probably means second isn't good enough. How else could a parent address that situation?**

Possible answer: "Second place. That must have taken a lot of work. Are you pleased with how you finished?"

9. **Praising without judging is a difficult art, but it's worth the effort. Try to pay attention to how your <u>children</u> feel and not how <u>you</u> feel. Focus on <u>their</u> self-esteem, and not <u>yours</u>.**

8. HELP YOUR CHILDREN TO FEEL LOVABLE AND CAPABLE

1. **Parents sometimes say and do things that make their children feel unwanted or as if they are a bother. What are some of the ways we convey the feeling that we'd be happier, have more money, or be more successful without our children?**

It is important that we try not to do that. This is just a change in your approach and it will cost you nothing.

2. **What are some ways we can let our children know that they are precious to us?**

Possible answers: Set aside times just for them. Enjoy them. Play with them. Read to them. *Urge the group to share what kinds of activities they do with their children.*

3. **Pick what you do and say based on the age and comfort level of your child. Be sure to do something to let them know how glad you are that you have them.**

4. **What are some ways we can save some time in our busy days so that we can spend a special 15 minutes with each of our children per day?**

Brainstorm ways to make time in our busy, busy lives.

Now, let's do that!

9. ESTABLISH EFFECTIVE COMMUNICATION

1. **It's easy for us parents to be authoritative, barking out commands and expecting instant compliance. But, our children are not little robots, nor are they our pets. They deserve our respect.**

2. *Ask how their children respond to "What did you do/learn at school today?"*

3. **Do you ever wish your kids would say more than, "Nothin"? Please try to remember the last time you saw your children after school. It may have been right after school or perhaps later in the day when you got off work.**

4. **What were you doing at the time? Did you pay attention to them or ignore them? Did you really converse with them? Did you preach at them? Could you do better?**

5 **Next time try these suggestions:**

a) **Pretend your child is your supervisor or your best friend. You would not insult, ignore, demean or order them around. Give your children the same attention and respect you'd give your supervisor or your best friend.**

b) **If at all possible, STOP what you're doing and focus on your child. If it's truly impossible, explain that, set a definite time when you can pay attention, and then KEEP YOUR PROMISE!**

10. CATCH THEM BEING GOOD

1. **Tell us three things your child did wrong in the last 24 hours.** *(Call on people)* **Pretty easy, huh?**

2. **Now can you name three things that they did right? A bit tougher? Keep thinking.** *Try to get a few examples*

3. **Parents get so used to correcting kids when they're wrong that during the time they are behaving, we expect it and just coast until we have to correct again.**

4. **This is the most important suggestion of all and probably the hardest to do consistently.**

5. **The first thing we need to do is change our mindset. Let's say this three times:** *Really do this and have fun with it!* **"My kids do more right things than wrong." "My kids do more right things than wrong." "My kids do more right things than wrong".**

6. **OK, now that you believe it, start acting on it. Instead of noticing only the wrong things your children say and do, start looking for the right things. When you notice one, let them know.**

7. **What are some things our children do that we take for granted that we could easily notice and react to? How could we react?** *Possible answers: You could just state it such as*: "You picked up your toys." "You made your bed." "You were ready on time." "You washed the car." or "You took care of your sister without complaining."

Or, you may choose to leave them a note. This works well for teenagers.

Or do something like: pat them on the back, smile, wink at them, put a star on a chart, or whatever works for you and your child.

Say something like **"Try it. Once you get in the habit, it's easy and it's contagious!"**

III. CONCLUSION

1. **Now we have reviewed (some, many, or all of) the ten suggestions and, on "My Personal Plan", you have written down some notes about you and your children.**

2. **First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself.** *You may even want to put gold stars on their papers if you don't think that's too silly.*

3. **Now look to the right side at the list of ideas you intend to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**

4. **Put a number one next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc.**

5. **Plan to work on one new goal each week. Are you willing to make a commitment to yourself tonight? Would you also be willing to make a commitment to someone else in this room? If you would, then do it now. Yes, really. It will help you to keep your promise.**

6. **When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to keep on trying.**

Best wishes!

We hope you enjoy successful parenting!!!

You may want to suggest to your workshop participants that they purchase their own copy of the "Self-Esteem is the Key" video so they can review it periodically and so they can share it with the other adults in their children's lives such as their spouse, boyfriend or girlfriend, the grandparents, aunts, uncles, cousins, teachers, neighbors, baby-sitters, etc. You may also want to make them aware of the next two tapes in the Successful Parenting series: "Communication is Crucial" and "Discipline Makes the Difference". In addition to these videotapes, there are supplemental parent materials on the topics of self-esteem, communication, and discipline.

For more information or to order, contact:

Richards & Taylor Video Productions
Sales and Marketing Division
P. O. Box 5087
Horseshoe, N. C 28742
1-800-544-2219

Our videotapes are copyrighted and may not be duplicated.

Thank you again for using our videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and supplemental materials in the ***Successful Parenting*** *series.*

We welcome any comments or suggestions about this tape, this Facilitator's Guide or the general concept and how it worked for you.

We love to find out about the specific ways you use our materials. We're thrilled when we find out about success stories....please do let us hear from you at our corporate headquarters at P.O. Box 11851, Winston-Salem, North Carolina 27116. Thanks!

Barbara Lynn

Barbara Lynn Taylor

TEN SUGGESTIONS FOR ENHANCING THE SELF-ESTEEM OF YOUR CHILDREN

1. WORK ON YOUR OWN SELF-ESTEEM

2. PRAISE EFFORTS TOWARD A GOAL

3. UNDERSTAND AND APPRECIATE EACH CHILD AS AN INDIVIDUAL

4. PROVIDE OPPORTUNITIES TO FEEL SUCCESS

5. ALLOW YOUR CHILDREN TO MAKE DECISIONS

6. WHEN CORRECTION IS NEEDED, DO IT IN A POSITIVE WAY

7. PRAISE BUT DON'T JUDGE

8. HELP YOUR CHILDREN TO FEEL LOVABLE AND CAPABLE

9. ESTABLISH EFFECTIVE COMMUNICATION

10. CATCH THEM BEING GOOD

My Personal Plan

THINGS I ALREADY DO WELL	THINGS I INTEND TO TRY

Richards & Taylor Productions

Post Office Box 11851
Winston-Salem, NC 27116
(910) 777-1030
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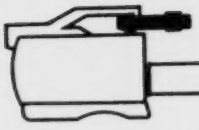
SUCCESSFUL PARENTING

Part Two

Communication is Crucial

Facilitator's Guide



RICHARDS & TAYLOR
VIDEO PRODUCTIONS

Hi!

As a teacher and school counselor for the past 20 years, I have worked with children, their teachers, and their parents or guardians. I am convinced that children want to succeed and that parents and guardians try to do a good job of raising their children. I believe that parenting is the toughest job there is, and yet, it is the one for which we get very little training. I want to change that.

My partner, Robin Richards, and I are producing a series of videotapes called SUCCESSFUL PARENTING. In addition to this one, Part One, "Self-Esteem is the Key" and Part Three, "Discipline Makes the Difference" are also available.

We are delighted that you have selected our materials to use in your workshop. It is our fervent hope that you and those attending your workshop will view this video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this workshop can thus be happier and have fewer problems both now and in the future. We hope the materials in this series will help you and your workshop participants become even more successful at the art of parenting.

Best wishes!

Barbara Lynn Taylor

Barbara Lynn Taylor

Notes to facilitators:

Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it. That's what will make your workshop special!

- *"Stage" directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

Materials required to conduct a workshop:

1. Videotape-"Communication is Crucial".
   (This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 25 & 26 in this Facilitator's Guide for each participant. (You're welcome to duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A parent kit is suggested for each participant for follow-up.
   See ordering information at the end of this guide.
   Allow sufficient time to receive your order.
6. Gold stars are optional, see page 23.
7. A board and chalk or flip chart and markers.

Suggested time frame for a one-hour workshop:

- Do Part I, "Before Viewing the Video" — 5 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses. — 2 minutes
- Show the video, "Communication is Crucial" — 19 minutes
- Discuss the suggestions. You may choose to do: — 30 minutes
  - The 8 suggestions for about 3 1/2 minutes each.
  - 5 of them for 6 minutes each.
  - 3 of them for 10 minutes each.
  - 2 of them for 15 minutes each.
  - 1 for the entire 30 minutes.
  - .....or, whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. — 4 minutes

Suggested time frame for a two-hour workshop:

- Do Part I, "Before Viewing the Video" — 10 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses — 2 minutes
- Show the video, "Communication is Crucial" — 19 minutes
- Discuss the suggestions. You may choose to do: — 80 minutes
  - The 8 suggestions for 10 minutes each
  - 5 of them for 16 minutes each.
  - 2 of them for 40 minutes each
  - .....or whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. — 9 minutes

90 35

SUGGESTIONS FOR THE FACILITATOR:

Welcome each of your workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time or after they gather as to the ages, sexes, and names of their children. That will help you personalize your comments later as you lead the discussions.

It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to both concepts and vocabulary. Strive to teach to those levels.

Set a tone of respect by saying something like, "Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok?"

The intention of the next section called "Before Viewing the Video" is to stimulate interest and to encourage the viewers to watch with a purpose.

NOTES:

I. BEFORE VIEWING THE VIDEO.

1. Think about the communications between you and your children in the past week. What did the two of you say? How would you describe the interactions?
Possible answers: We didn't talk at all (non-existent), angry, yelling, confused, friendly, understanding, effective, etc.

2. Why is good communication important in families?
Possible answers: Trust, respect, easier to solve conflicts, otherwise it's chaos or lots of arguments, all members are more confident, teaches skills needed outside the home and in adulthood, etc.

3. What specific examples can you give of problems in communicating either in your own family or in someone else's family? (even TV families would be ok)
Possible answers: Specific stories about a time when poor communication resulted in confusion, anger, or someone's feelings hurt such as "I thought my sister told her friend that I was stupid and it hurt my feelings" or "I told my mom I had basketball practice on Tuesday after school but she thought it was on Thursday so she got all upset when I didn't come home on the bus", my teenage son and I just don't communicate well (we never have) and now I'm worried he might have gotten into drugs and we can't talk about that either, etc.

4. Do you think that we families could do a better job of communicating? *(Pause)* **Of course we could! None of us will ever be perfect parents, but we can all improve. This video will give you many ideas on how to improve the communication between you and your children. You have taken a positive step toward being a more successful parent by coming to this workshop. GOOD FOR YOU!!!**

Distribute one copy of "My Personal Plan" to each participant. Explain that they will write down ideas as they view the video and during the discussions. Explain that the left hand column is for those things they already do well (and make sure they do write those things down!) and the right column is for things they want to try with their family. Assure them that the worksheet can be for their eyes only.

As you view the video, remember, nobody does it all right. Pat yourself on the back for those things you consistently do well. If you hear a suggestion and you realize that this is an area you haven't worked on, make a personal commitment to try. You'll be helping your children, and you'll feel better about yourself as a parent because you'll be sure you're on the right track.

Distribute a copy of the eight suggestions to each participant. Tell them you're giving them this list of the eight suggestions in the video so they won't have to try to write them all down while the video is showing. It is for them to keep.

We have placed one second of black screen between the sections of this videotape so that you may stop it at various points and therefore give you some choices in how you structure your workshop. Do what feels right to you.

Here are some possibilities:

1. *Play all nineteen minutes at one time, then lead the discussion.*

2. *Play the first four minutes, stop the tape, discuss the first parts, then play the remainder of the tape all at once. It explains the eight suggestions for improving communication with your children. Then discuss those suggestions.*

3. *Play the first part, stop, discuss, then play the suggestions, stopping and discussing one at a time.*

So now, please relax and enjoy, "Communication is Crucial".

While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, humor, etc. This will be useful as you lead the ensuing discussions.

II. AFTER VIEWING THE VIDEO

Use this section of the Facilitator's Guide as a reference as you lead your discussion.

Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.

Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other. Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to lively, informative, meaningful discussions!

FROM THE FIRST FOUR MINUTES OF THE VIDEO

1. The video told us that communication begins in infancy. What are the first kinds of communication between parent and infant?
Possible answers: Babies cry in different ways to mean different things; babies babble, parents talk "baby talk", etc.

2. After the stage where crying and babbling are the primary means of communication, children move to the one word stage. This is usually around 12 months of age. What are some of the words your children said at that stage? Do you remember your responses to them?
Possible answers: Mommy, daddy, dog, cat, bed, cookie, teddy, etc.....
Repeated the same word. Put the word in a sentence. Defined the word, etc. *Answers will vary.*

3. Around age two, children usually move into the stage of simple two-word sentences. Generally, at age three, sentences are three words long; Do you remember the little boy sitting on the floor playing with the cars? He was at about that stage. By age four sentences are about four words long, and so forth until children are speaking in sentences several words long. The little girl talking to her doll has reached that stage. What do you remember about the times when your children began talking in sentences?
Possible answers: I can't remember when it happened, I loved it because we could then really communicate with each other, I couldn't understand him/her, etc.

4. Let's see if we can remember five reasons communication skills are important for parents. *(List on board or flip chart.)*
Possible answers:

1. Mutual trust is strengthened.
2. Mutual respect is strengthened.
3. It's easier to solve conflicts.
4. Children become more confident.
5. Children develop skills needed in adulthood.

These are important regarding everyday issues for children of all ages. They are especially important during the teenage years when it's important to be able to discuss such issues as sex and drugs.

5. In this video, we will learn the skills required to communicate well within our families. There are two other things that Barbara Lynn indicated are necessary.....and you have to provide those. What are they?
Answers: effort and patience. *Emphasize these.*

6. The video indicated there are many ways to communicate depending on cultural context and the specific family. It indicated that no matter how we choose to do it, we should keep three goals in mind. Let's list those. *(Write on board or flip chart or you may prefer to have written them ahead of time and review them at this time.)*
Answers:

1. Communicate well with your child.
2. Help your child feel valued and respected.
3. Help your child develop into a happy, successful, well-adjusted adult

7. Dr. Irvin indicated that it is very important to establish a framework for discussion with your children early on. What do you think about that?
Possible answers: Might agree and say things like: need to communicate when the big problems like sex, trouble with the law, or especially drugs come up later on, easier to talk with younger children, or might disagree with the statement and say things like: think you can't really communicate until they're older, etc.
This would be a good place to initiate a discussion about communicating with your children about drugs and sex. Touch on when(ongoing) and how this should occur, emphasizing a good relationship based on mutual trust and respect as well as good communication skills.

8. How do we establish a framework for discussion?
Possible answers: Place a high priority on communication with children, take time out to communicate, listen attentively and skillfully, be more a consultant than a preacher, respect your children, etc.

9. Can you remember a time when you and your child were just plain out of tune? Will you share it with the group? *Be as non-threatening as possible here. If nobody volunteers, offer a tale of something that happened to you.*

FROM THE LAST FIFTEEN MINUTES OF THE VIDEO

If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.

The second part of the video consists of 8 suggestions. Now we are going to discuss ("some" or "all" of) those suggestions. Remember to continue taking notes on your worksheet.

Discuss any or all of these suggestions in any order you wish. You may want to take them in numerical order. You may want to let the participants choose which ones they want to discuss, or you may want to recall the participants' reactions and choose according to those reactions.

1. WHEN YOU ARE THE SENDER:

A. **Let's review those suggestions.** *(Brainstorm, list on the board or chart, or write ahead of time.) (Discuss)*

1. Choose a time to talk when there are few distractions.
2. Make sure you have your child's attention.
3. Say exactly what you mean.
4. Speak clearly.
5. Use an appropriate tone of voice.
6. Be sure your message has been understood.

B. Examples

1. Skit with father and son in family room.
   - **a) What were some of the problems the first time?**
     Possible answers: TV on loud, little brother playing
   - **b.) How would you describe the communication between the father and the son?**
     Possible answers: non-existent, poor, frustrating.
   - **c.) Has anything like that ever happened in your home?** *Answers will vary.*
   - **d.) What changes were made the second time?**
     Possible answers: TV turned down, brother gone
2. **Skit with mother and daughter and the shopping trip**
   - **a.) What mistakes did the mother make at breakfast?**
     Possible answers: Mumbled, wasn't specific, didn't check it out to be sure daughter understood
   - **b.) What was the result of her poor sending skills?**
     Possible answers: They got mixed up and didn't meet each other; they got lost, they didn't shop.
   - **c.) Has anything like that ever happened to your family?** *Answers will vary.*
   - **d.) How did the mother improve her sending skills the second time?**
     Possible answers: She spoke clearly, she explained exactly where to go, and she made sure her daughter understood.
3. **Let's see if we can do some role plays that would demonstrate good and poor listening skills.**
   Try to get volunteers. Pick a person who seems outgoing to kick it off with you. Have fun with this!

2. WHEN YOU ARE THE RECEIVER

A. **Let's review those suggestions.** *(Brainstorm, list on board or chart, or write ahead of time.) (Discuss)*

1. Look at your child's face.
2. Stay with his or her ideas.
3. Don't "me too".
4. Say something like "uh huh" or "I see".
5. Summarize and/or clarify.
6. Use good non-verbals.

B. *Examples*

1. **Mother and daughter playing checkers**
   - **a.) Notice the daughter is teaching the mother. That makes the daughter feel capable and important.**
   - **b.) Has your child ever taught you something, and you listened well?** *Call on people.*
2. **Mother ironing and daughter trying to talk to her**
   - **a.) Mom is busy with a household chore and she's ignoring her daughter. What chores do you have to do that make it likely that you'll ignore your children?**

     Possible answers: cooking, making beds, laundry, mowing the lawn, taking out trash, sewing, cleaning
   - **b.) What did the mother do on the flip side that was better?**

     Possible answers: Stopped ironing, got down on child's level, listened, and showed she understood.

3. **Father cooking and teenage boy talking about practice**

   a.) **How was the boy feeling in the first part?**
   Possible answers: Upset, angry, embarrassed, frustrated

   b.) **Has one of your children ever come to you the same way? What had happened to them? How did you handle it?** *Answers will vary.*

   c.) **What do you think about the way the father started talking about his experience when he was 15?**
   Answers will vary.

   d.) **"Me tooing" is very common. In the next week, try to notice the times that you or someone else does it. Notice whether it helps the communication between the two people involved.**

   e.) **In the second part, after the flip, the father focused on the son. What effect did that have?**
   Possible answers: The son began to take responsibility for what happened, the son started thinking about what had happened, the father listened and learned more about his son.

3. IF YOUR CHILD IS BOTHERING YOU, EXPLAIN THAT.

A. *Concept:* **Remember we said mutual trust and respect are important between parent and child? If you have love, respect, and trust, then sending a message that tells how you feel is likely to result in understanding and cooperation. Your message should have these three parts: "When you", "I feel", "because". The parts can be in any order.** *(You may want to write these on your board or flip chart, as the headings on columns so you can display several examples.) This technique is called sending an "I message"; you may or may not want to use that term.*

B. **What could the mother picking up the blocks have said to the little girl?**
Possible answers: When you leave your blocks around the room, I feel frustrated because my friends will be here in a few minutes and I want the room to be neat for them, etc. *You may want to list this on the chart under the appropriate headings.*

C. **How did the mother on the couch with her teenager apply this formula?**
Answer: She said, "When you stay out so late, I feel worried because so many young girls are getting hurt these days."
You may want to list this on the chart.

D. **What do you think might be the effect of the mother yelling at the daughter for coming in late?**
Possible answers: Daughter will keep coming in late just to upset her mother, daughter will get sneaky about coming in, daughter will resent mother and their relationship will be damaged, daughter will become passive, daughter will become aggressive, mother and/or daughter will be unhappy.

E. **Let's list some situations in which your own children bother you.**
List on a clean surface of the board or flip chart. Then get the participants to help you use those examples to fill in the other chart under "when you", "I feel", and "because".

F. **Now, let's use this chart to role play some of these situations.**
Select participants to role play some of the situations.
Try to get some humor and fun in here.

4. IF IT'S YOUR CHILD WHO HAS A PROBLEM, YOU NEED TO BE A GOOD LISTENER

A. *Concept:* **In the previous examples, it was the parent who was bothered. Now, let's look at what happens when it is the child who has a problem. This is when parents really need to be good listeners. Use all the skills we talked about in #2 plus, try to figure out what feelings your child is having and let him or her know that you understand.** *This is known as reflective listening; you may or may not want to use the term.*

B. **How did the father show the daughter he understood how she felt?**
Possible answers: Looked at her, let her talk, might have said something like, "So you're worried about how you did on your math test...", didn't preach at her, etc.

C. **The little girl did not want to get off the swings to go home. What happened when the father got more demanding?**
Possible answers: She got madder, she dug her heels in, she got more upset, etc.

D. **The father simply said, "You're sorry that your playtime is over." How can a statement like that help?**
Possible answers: Lets her know he understands, puts them on the same side, defuses the anger that's building, makes it unnecessary for her to keep trying to show him how she feels, etc.

E. **Here are some quick examples of listening in a way that allows you to understand what your child is feeling and to let them know that you understand.** *Offer each situation and see if the participants can come up with a statement that shows the child that the parent understands.*

1. **Mother asks child to clean up messy room; child says, "I'm not going to clean up this dumb room."**
   Possible answers: You'd rather go out and ride your bike. You get tired of me telling you to clean it up. It seems silly to you to clean up a room when it's just going to get messy again anyway, etc.

2. **Teenage boy sitting on front steps and dad walks up. Son says, "It was my fault that we lost the game. If I had just made that foul shot....."**
   Possible answers: Sounds like you're disappointed that you missed the shot. You think you should have made that shot. You're afraid the other guys on the team will blame you. You're embarrassed 'cuz it seemed like an easy shot, etc.

3. **Girl looking at herself in the mirror while mother looks on. Girl says, "This is a stupid dress."**
   Possible answers: You feel silly in that dress. Sounds like you'd be embarrassed to be seen in that dress. You think it's an ugly dress. You wish I hadn't surprised you with the dress, etc.

4. **13 year old boy sitting in kitchen, father enters, boy says, "My English teacher, math teacher, and science teacher are all giving us tests tomorrow."**
   Possible answers: You're overwhelmed with three tests all in one day. Sounds like you just don't see how you'll be ready for all of them. Doesn't seem fair? Guess it seems kind of hopeless to you, huh?, etc.

5. **4 year old child trying to put together a puzzle says, "I can't do it!"**
   Possible answers: You're really frustrated. It's hard for you. It seems like you'll never get it, huh? You wish you could do it., etc.

6. **Your teen admits to you, "The other kids are into drugs and they're trying to get me to use them too." (Good for you; that means you child feels comfortable talking to you.)**
   Possible answers: (It's probably best to resist the temptation to start preaching.) It's hard to know what to do. You want to keep your friends, but you don't really want to get into drugs. You're scared..., You're worried about ..., You think if...., etc.".

5. ORDERING OR THREATENING BLOCKS COMMUNICATION

A. *Concept:* **When we order or threaten our kids, we prevent them from wanting to or being able to talk with us. When we force our own solutions on our kids, we not only create resentment, but we prevent them from learning how to solve their own problems. Successful parenting teaches children to stand on their own two feet. Do you think this concept applies to big issues such as drugs and sex as well as everyday ones?**

B. **Think back to the scene with the grandmother looking over the shoulder of the grandson who is worried about his upcoming test. See how she is ordering and threatening? What do you think will be the effect of what she's doing?**
Possible answers: Worry him more, make him clam up, make him angry with her, make him want to fail the test just to show her he was right to be so worried, give him no chance to figure out some solutions for himself, etc.

C. **On the flip side, grandmother acknowledged that her grandson was really upset. The closeness between them is obvious and he eventually comes up with some possible ways to handle his problem. Who can tell the group some times when their children came up with their own solutions?**
Answers will vary.

6. TRY NOT TO DENY YOUR CHILD'S FEELINGS

A. *Concept:* **Our children will experience many different emotions, some of which are comfortable and some of which are not. Because we love our children and because we don't like feeling uncomfortable ourselves, we parents often pretend our children are not uncomfortable. Or, instead of dealing with their emotions, we try to joke or talk them out of them. We need to acknowledge all of the different feelings our children have and not be afraid to talk with them about those feelings.**

B. **In the scene with the family and the girl building a tower, why do you think the older girl said that she hated her sister?**
Possible answers: She's mad that she knocked down her tower, the younger one is always doing stuff like that and the older one is sick of it, she's just plain had it, etc.

Why do you suppose the father said, "You don't hate anybody", and the mother said, "No you don't. We're a happy family. You love your sister."?
Possible answers: We don't like to hear our children say "hate", when our kids say "hate", it makes us feel guilty, we want the world to think our family is perfect, we think we can talk them into feeling love instead, etc.

Do you think the parents will change the older girl's feelings? What other effects could their statements have on the girl?
Possible answers: Not likely to change, may intensify to prove it, may retaliate, may feel guilt for feeling hatred, etc.

C. **In the scene where the girl found the dead fish and brought it to her father, he responded "Oh, it's just a fish. Stop it. Look, I'll get you another fish." Do you think this kind of reaction is typical?** *Answers will vary.* **Can you think of any similar stories from your family life?** *Answers will vary.*

D. **On the flip side, the father said, "Oh no. What a shock. Oh, I'm so sorry. It really hurts to lose your friend." Why was this a better approach?**
Possible answers: It showed the child he understood, it allowed her to let out her feelings of grief for her pet, it brought the father and daughter closer together, it showed the daughter that feelings like those are normal, etc.

E. **Let's do some role plays where we recognize our children's feelings and we let them know we understand.**
By now, hopefully your group is warmed up enough to do this without feeling threatened. If they're not willing to volunteer, pick ones who have shown themselves to be comfortable with role playing and ease them into it. You may want to write these on a chart ahead of time.

1. **Your child gets a bad grade on his/her report card.**
2. **Your daughter has a fight with her best friend.**
3. **Your son loses a contest by a narrow margin.**
4. **Your child's dog is run over by a car and killed.**
5. **Your son is playing baseball and misses a key catch.**
6. **Your child says you are paying more attention to a younger brother or sister.**
7. **Your teenage daughter tells you her boyfriend has been pressuring her to have sex.**
8. **Your teenager has started smoking.**
9. **Your teenage son is showing signs of drug use.**
10. **Can you (or "Who can...") (or "Who will...") offer any other suggestions from your real life?**

7. AVOID JUDGING, CRITICIZING, BLAMING, SHAMING, RIDICULING, OR NAME-CALLING

A. *Concept:* **Humiliation will not motivate your children in the direction you desire. It damages their self-esteem. Further, it damages your relationships with your children and it will most likely interfere with future communication between the two of you.**

B. *Examples*

1. **When the girl on the phone said she wanted to go bungee jumping when she is 18, what did her father say?** *Answer:* "That's a stupid idea." **What is he doing?** *Answers:* Judging, ridiculing, criticizing. **How would you handle that situation?** *Answers will vary.*

2. **When the mother washing dishes said, "Oh well, you never do anything!", what was she doing?** *Answers:* Blaming, judging. **How could you handle that situation?** *Answers will vary.*

3. **When the father came into the boy's room and said, "Look at this room. You are such a slob!" what was he doing?** *Answers:* criticizing, shaming, calling names. **How could you handle the same situation?** *Answers will vary.*

8. LISTEN TO YOUR CHILDREN WITH THE SAME SKILLS AND RESPECT WITH WHICH YOU'D COMMUNICATE WITH YOUR FRIEND, YOUR CO-WORKER, OR EVEN YOUR BOSS.

A. *Concept:* **We seem to take our children for granted. We sometimes seem to think that we can be abrupt, rude, demanding, or just plain mean just because we're the parents and they're the kids. That shouldn't be. We need to show respect for them.**

B. *Initiate a discussion about things we'd say to our kids and the way we'd say them that we'd never say to our friends, peers, or bosses.*

C. *Do a demonstration role play in two parts. The first time, you play the role of the parent and you greet your child after he or she has had a hard day at school. Be abrupt, bossy, unsympathetic, and uninterested. Discuss.*

D. *The second time greet a friend who has had a bad day at work. Take time, fuss over your friend, offer a soda, put his/her feet up, let the friend lead the conversation, show you're sympathetic, and be obviously interested. Really play up the difference in the ways you treated your child and your friend. Discuss.*

III. CONCLUSION

1. **Now we have reviewed (some, many, or all of) the eight suggestions and you have written down some notes about you and your children on "My Personal Plan".**

2. **First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself.** *You may even want to put gold stars on their papers if you don't think that's too silly.*

3. **Now look to the right side at the list of ideas you are going to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**

4. **Put a number 1 next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc.**

5. **Plan to work on one new goal each week. Are you willing to make a commitment to yourself tonight?** *(Pause)* **Would you also be willing to make a commitment to someone else in this room?** *(Pause)* **If you would, then do it now. Yes, really. It will help you to keep your promise.** *(Give the participants a chance to promise to someone else that they're going to work on a specific suggestion.)*

6. **When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to keep on trying.**

Best wishes!

We hope you enjoy successful parenting !!!

You may want to suggest to your workshop participants that they purchase their own copy of the "Communication is Crucial" video so they can review it periodically and so they can share it with the other adults in their child's life such as the child's other parent, the parent's boyfriend or girlfriend, the child's grandparents, aunts, uncles, cousins, teachers, counselors, neighbors, baby-sitters, etc. You may also want to make your participants aware of the first tape in the Successful Parenting series: "Self-Esteem is the Key" and the third in the series, "Discipline Makes the Difference". In addition to these videotapes, we have developed supplemental parent materials on the topics of self-esteem, communication, and discipline.

For more information or to order, contact:

Richards & Taylor Video Productions
Sales and Marketing Division
P. O. Box 5087
Horseshoe, N. C 28742
1-800-544-2219

Our videotapes are copyrighted and may not be duplicated.

Thank you again for using this videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and supplemental materials in the Successful Parenting series.

We welcome any comments or suggestions about this tape, this Facilitator's Guide, or the general concept and how it worked for you.

We'd love to find out about the specific ways you've used our materials. We're thrilled when we find out about success stories. Please do let us hear from you at our corporate headquarters at P.O. Box 11851, Winston-Salem, North Carolina 27116. Thanks!

Barbara Lynn

Barbara Lynn Taylor

EIGHT SUGGESTIONS FOR IMPROVING YOUR COMMUNICATION WITH YOUR CHILDREN

1. *USE GOOD SENDING SKILLS.*

2. *USE GOOD LISTENING SKILLS.*

3. *IF YOUR CHILD IS BOTHERING YOU, EXPLAIN THAT.*

4. *IF YOUR CHILD HAS A PROBLEM, YOU NEED TO LISTEN.*

5. *ORDERING OR THREATENING BLOCKS COMMUNICATION.*

6. *TRY NOT TO DENY YOUR CHILD'S FEELINGS.*

7. *AVOID JUDGING, CRITICIZING, BLAMING, SHAMING, RIDICULING, OR NAME-CALLING.*

8. *LISTEN TO YOUR CHILD WITH THE SAME RESPECT WITH WHICH YOU'D LISTEN TO YOUR FRIEND, YOUR CO-WORKER, OR EVEN YOUR BOSS.*

My Personal Plan

THINGS I ALREADY DO WELL	*THINGS I'M GOING TO TRY*

Richards & Taylor Productions

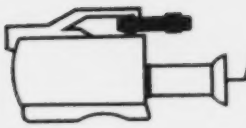
Post Office Box 11851
Winston-Salem, NC 27116
(910) 777-1030
1-800-544-2219

SUCCESSFUL PARENTING

Part Three

Discipline Makes the Difference

Facilitator's Guide



RICHARDS & TAYLOR
VIDEO PRODUCTIONS

Hi!

As a teacher and school counselor for the past 20 years, I have worked with children, their teachers, and their parents or guardians. I am convinced that children want to succeed and that parents and guardians try to do a good job of raising their children. I believe that parenting is the toughest job there is, and yet, it is the one for which we get very little training. I want to change that.

My partner, Robin Richards, and I are producing a series of videotapes called SUCCESSFUL PARENTING. In addition to this one, Part One, "Self-Esteem is the Key" and Part Two, "Communication is Crucial" are also available.

We are delighted that you have selected our materials to use in your workshop. It is our fervent hope that you and those attending your workshop will view this video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this workshop can thus be happier and have fewer problems both now and in the future. We hope the materials in this series will help you and your workshop participants become even more successful at the art of parenting.

Best wishes!

Barbara Lynn Taylor

Barbara Lynn Taylor

Notes to facilitators:

Please feel free to use your own words, to tailor the discussion to the particular group you're working with, and to put lots of YOU into it. That's what will make your workshop special!

- *"Stage" directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

Materials required to conduct a workshop:

1. Videotape-"Discipline Makes the Difference".
   (This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 26 & 27 in this Facilitator's Guide for each participant. (You're welcome to duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A parent kit is suggested for each participant for follow-up.
   See ordering information at the end of this guide.
   Allow sufficient time to receive your order.
6. Gold stars are optional, see Conclusion.
7. A board and chalk or flip chart and markers.
8. A blank sheet of paper for each participant for use with page 18.

Suggested time frame for a one-hour workshop:

- Do Part I, "Before Viewing the Video" — 5 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses. — 2 minutes
- Show the video, "Discipline Makes the Difference" — 19 minutes
- Discuss the suggestions. You may choose to do: — 30 minutes
  The 10 suggestions for about 3 minutes each.
  5 of them for 6 minutes each.
  3 of them for 10 minutes each.
  2 of them for 15 minutes each.
  1 for the entire 30 minutes.
  .....or, whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. — 4 minutes

Suggested time frame for a two-hour workshop:

- Do Part I, "Before Viewing the Video" — 10 minutes
- Distribute the two handouts and urge participants to record their thoughts as the workshop progresses — 2 minutes
- Show the video, "Discipline Makes the Difference" — 19 minutes
- Discuss the suggestions. You may choose to do: — 80 minutes
  The 10 suggestions for 8 minutes each
  5 of them for 16 minutes each.
  2 of them for 40 minutes each
  .....or whatever works for you!
- Summarize, go over "My Personal Plan", set personal goals, and make commitments. — 9 minutes

SUGGESTIONS FOR THE FACILITATOR:

Welcome each of your workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time or after they gather as to the ages, sexes, and names of their children. That will help you personalize your comments later as you lead the discussions.

It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to both concepts and vocabulary. Strive to teach to those levels.

Set a tone of respect by saying something like, "Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok?"

The intention of the next section called "Before Viewing the Video" is to stimulate interest and to encourage the viewers to watch with a purpose.

NOTES:

I. BEFORE VIEWING THE VIDEO.

What, to you, is the hardest thing about being a parent?
Possible answers: Getting them to behave, fear about drugs, sex, the law, etc., worrying about how they'll be when they grow up, being tired all the time, paying for everything, feeling upset so much because of the lack of cooperation, appreciation, and all the arguments, etc.

So, if your children would behave the way you want them to, would you find life happier and easier? *Possible answers:* Yes, absolutely, sure would, you bet!

How many of you have had days when you felt as if it were hopeless and you were ready to give up? Please (or, if you'd like a lighter tone, "Oh, come on") raise your hands. Chances are everyone, except the very shy participants, will raise his or her hand. This would be a good place for some group cohesion building. Laugh, link their responses, and try to get a feeling going of, "We're all in this together".

What are some reasons parents want kids to behave appropriately?
Answers will vary.

Why should parents be in charge? *Answers will vary.*

What different methods of discipline have you already used? *Answers will vary.*

Because all families are different, each parent and each child is different, situations change, and children grow up, parents need to understand and be ready to use a variety of different discipline techniques.

Do you think parents ever handle situations with their children poorly? Do you think parents could do a better job of disciplining? *(Pause)*
Of course they could. We all could. None of us will ever be perfect parents but we can all improve. This video will give you many suggestions on ways to discipline your children.

You have taken a very positive step toward being a more successful parent by coming to this workshop. GOOD FOR YOU !!!

Distribute one copy of "My Personal Plan" to each participant. Explain that they will write down ideas as they view the video and during the discussions. Explain that the left hand column is for those things they already do well (and make sure they do write those things down!) and the right column is for the things they want to try with their family. Assure them that the worksheet can be for their eyes only.

As you view the video, remember nobody does it all right. Pat yourself on the back for those things you consistently do well. If you hear a suggestion and you realize that this is an area you haven't worked on, make a personal commitment to try. You'll be helping your children, and you'll feel better about yourself as a parent because you'll be sure you're on the right track.

Distribute a copy of the ten suggestions to each participant. Tell them you're giving them a list of the ten suggestions in the video so that they won't have to try to write them all down while the video is showing. It is for them to keep.

We have placed one second of black screen between the sections of this videotape so that you may stop it at various points and therefore give you some choices in how you structure your workshop. Do what feels right to you

Here are some possibilities:

1. *Play all nineteen minutes at one time, then lead the discussion.*
2. *Play the first three minutes, stop the tape, discuss that part, then play the remaining sixteen minutes in which the ten suggestions for doing discipline are explained. Then discuss those suggestions.*
3. *Play the first part, stop, discuss, then play the suggestions, stopping and discussing one at a time.*

So now, please relax and enjoy, "Discipline Makes the Difference".

While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, humor, etc. This will be useful as you lead the ensuing discussions.

II. AFTER VIEWING THE VIDEO

Use this section of the Facilitator's Guide as a reference as you lead your discussion.

Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.

Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other. Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to lively, informative, meaningful discussions!

FROM THE FIRST THREE MINUTES OF THE VIDEO

1. The video showed several parents who have just plain "Had it!". Have you ever felt the way they did? What happened to get you to that point? Was it a lot of "little stuff" or something "big" like drugs or sex? *Answers will vary.*

2. The video indicated that there are two reasons parents want kids to behave appropriately. What are they? *Answers:* So life will be peaceful now and so children will grow up to be happy, successful adults. **Can you think of any other reasons?** *Answers will vary.*

3. What happens when children are allowed to run the house? *Possible answers:* Parents are upset, poor choices are made, the routine turns to chaos, and children have an unsettled feeling that parents don't care about them, etc.

4. What do you think about the idea that children actually <u>want</u> you to put limits on them? *Answers will vary.*

5. How many of you are single parents? *Pause for response.* **What is it like for you? What are the tough parts? Are there any advantages?** *Answers will vary.*

6. How many of you are in a home with both parents? *Pause for response.* **What is it like for you? What are the tough parts? Are there any advantages?** *Answers will vary.*

7. Consider this statement from the video: "We believe the foundation for all discipline is LOVE." What does that mean to you? *Answers will vary.*

8. What does your child's self-esteem have to do with discipline? *Possible answers:* When children feel good about who they are, they're happier and easier to be with, if you are always trying to improve your child's self-esteem, you'll be a better and nicer parent, the kinds of things you do to improve your child's self-esteem will also improve your relationship with that child, then they'll be easier to teach, etc.

9. Can you remember four ideas the first part of the video had for enhancing your child's self-esteem? *Answers:* Skillfully listening to your children, celebrating their successes, encouraging their talents, and spending as much positive time as possible with your children.

FROM THE LAST SIXTEEN MINUTES OF THE VIDEO

If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.

The second part of the video consists of 10 suggestions. Now we are going to discuss (some or all of) those suggestions. Remember to continue taking notes on your worksheet.

Discuss any or all of these suggestions in any order you wish. You may want to take them in numerical order. You may want to let the participants choose which ones they want to discuss, or you may want to recall the participants' reactions and choose according to those reactions.

1. TRY NOT TO.....

A. Examples

1. **Do you remember your own parent yelling directions at you? Is anyone willing to admit that they bark instructions at their own kids like the mother in the hall or the father in the chair?** *Answers will vary.*
   What effect does that have? Is it good teaching?
   Possible answers: Makes kids mad, makes kids feel like pets, teaches that parents can order kids around showing no respect.
   Is it good for your relationship with your child? *Answer:* No.
2. **Do you think children deserve privacy? Do you think parents ever barge in their children's rooms without knocking like the man in the video? Should kids knock at their parent's door? Should parents knock at their kids' doors? If so, how old should your child be when that starts?** *Answers will vary.*

B. Initiate a discussion based on the comments by Dr. Drew Edwards regarding the importance of understanding the reasons for a child's misbehavior.

2. ESTABLISH CLEAR EXPECTATIONS.

A. Concept: **This is a quick, but extremely important, section. One of the most important parts of successful discipline is successful communication. Often, it's the parent who causes a problem because the rules, requests, and expectations are not made perfectly clear. Granted, there are times when your kids will try to weasel out of trouble by claiming that you never told them something. Be sure there's no way they can claim this.**

B. Who can think of some real examples of either:

1. **When their child tried to get out of being in trouble by claiming he or she was never told something.**
2. **A time when the parent really did not explain well and that caused the problem?**
   Please share with the group. *Answers will vary.*

3. NATURAL CONSEQUENCES

A. Concept: **One very effective method of discipline is to allow natural consequences to occur. That means letting the child experience the result of his or her behavior. Sometimes it's pretty easy for a parent to do and sometimes it's very difficult. Ever since their infancy, we've been there to pave the way and to protect our children. It's uncomfortable for us to see our children struggle. So, we often rescue them. We want to make our children's lives easier than ours have been. But when we do that, we often take away the very spark that allowed us to meet our challenges. Let's be strong.**

B. Examples

1. **Did the example of the boy who forgot his homework paper sound familiar? When, if ever, do you think parents should take books, papers, lunches, permission slips, gym shorts, money, etc. to school when children forget them? Could that cause a problem for some parents?** *Answers will vary.*

2. **What did you think about the skit where the teenage boy comes in late for dinner after playing basketball? Which example sounds more like you? Which one sounds like your child's other parent?** *This would be a good place for a role play. Pick one (if you'll play the other part) or two participants to show how they might handle the same situation. You may need to do it a couple of times to get them relaxed. Try to encourage some humor here. Enjoy!*

3. **Now let's brainstorm some other situations where the use of natural consequences would be appropriate.** *You may want to write the ideas of the group on your board or flip chart. Be careful how you handle it if an answer is not on target. Be gentle! If your group is reluctant to share even after a sufficient amount of wait time, here are some possibilities for you to suggest:*

   a.) Child leaves dirty uniform on floor and misses laundry being done. Consequence: Child either doesn't play in the next game or wears a dirty uniform.

   b.) Eighteen year old allows the car to run out of gas. Consequence: Finds his/her own way home. (Discuss danger factor. Good time to discuss other dangerous natural consequences.)

   c.) Preschool/school age child angrily throws toy down and says, "I don't want this stupid thing anymore." Consequence: Toy is taken away.

   d) Elementary/Middle age child plays outside all afternoon and then doesn't have time to do homework before bedtime. Consequence: Child goes to bed on time and then goes to school without homework and faces the consequences from the teacher (such as a zero, stay after school, double homework, or whatever).

   e) If your child has a drug problem, are natural consequences appropriate?

Discuss the suggestions in terms of whether it's a common problem, whether the natural consequence makes sense, and whether the parents can realistically see themselves doing it.

4. LOGICAL CONSEQUENCES

A. Concept: **Logical consequences happen when parents decide on a certain action that specifically fits what the child did (or might do) that's wrong. Logical consequences don't just happen naturally; the parents impose them purposely because they believe it will teach a lesson effectively. It's best if parents explain what will happen ahead of time, although sometimes that isn't practical.**

B. Examples

1. **If your child breaks or destroys something, the logical consequence is that he or she is responsible for cleaning up and fixing it or replacing it if that is possible. That might involve some time or it might require money. If the child has a bank account, or gets an allowance, or if you allow your child to earn money doing chores, you would want your child to pay you the value you assigned to the item. It would be even more meaningful it the child could actually go to the store and purchase the replacement. That does take time and energy on your part, but, remember, discipline is teaching, and it's not easy!**

   This would be a good place to do some brainstorming. You may want to have the group help you list examples of items their kids could break, or have broken, that could be fixed or replaced. You may want to write these on your board or flip chart.

2. **What did you think about the little boy eating cookies and his mother saying, "Since you've already eaten your cookies, you won't have any for dessert tonight"?** *Answers will vary.*

3. **What are some logical consequences to use when children come in late?** *Possible answers:* Ground them for some length of time, don't allow them to go to the same place again for some length of time, make them come in proportionately earlier the next time, etc. **What did you think about the way the father greeted the girl at the door? What did you think about what he said and the way he said it?** *Possible answers:* Father very angry, father not angry enough, father too strict, father not strict enough, etc. **What effect does the way the consequences are announced have on their effectiveness?** *Answers will vary.*

4. **Can you think of ways to apply the use of logical consequences if you suspect your child has a drug problem?** *Answers will vary. NOTE: This guide is not intended to offer in-depth solutions to drug problems. If participants seem to have difficulties in this area, you may want to refer them to a substance abuse hotline, mental health professional, or other resources in your community.*

5. **Can you think of other examples of when your kids have misbehaved for which logical consequences would be a good teaching tool?** *Answers will vary.*

5. BEHAVIOR MODIFICATION

A. *Concept:* **It is based on the idea that if people act in a certain way, and then very soon after that they get something they like, they'll act that way more often. So, if we want children to behave in a certain way, we make sure they get something that pleases them when they do it right.**

B. *Examples (You may want to start a list on your board or chart headed "Things Children Will Work For". Add ideas from this section.)*

1. **Who can remember the example where all the parent did was tell or thank the child for doing something?** *Answer:* The boy was clearing the table. **Can something that simple really work?** *Answers will vary.*

2. **Do you remember when the father hugged the little girl? The girl liked that. Children also like kisses, smiles, pats on the back, high fives, and other expressions of affection. As kids get older, they might show less enthusiasm for displays of affection from you. Every child is different. Teens and preteens may not like it in public, but most are surprisingly receptive in private.**

3. **Can you think of some privileges that children enjoy that don't cost us money?** *Possible answers:* Let them stay up later, eat special food, have a friend over to play, have a friend over to spend the night, read a story to them, watch a TV show, etc.

4. **What items do your kids want you to buy them? What are popular items that cost under $5.00?** *Answers will vary.* **What are the most popular items that cost more than $5.00?** *Answers will vary.*

5. **What is the oldest child with whom you'd use behavior modification? For what issues? Would it work for messy rooms? Breaking curfew? School issues? Speeding tickets? Sex issues? Drug issues? How would you do it?** *Answers will vary.*

C. *Initiate a discussion regarding spanking. Try to be open. Keep in mind that your participants will have many different points of view and many different experiences in their own lives. Show respect for the opinions of each person in your group. Ask questions about the statements made by Dr. Williams with reference to:*

1. *self-esteem in children*
2. *children internalizing that they're bad*
3. *spanking making them angry*
4. *taking their anger out on others, i.e. aggression*
5. *"Children do more of what you do than what you say."*
6. *modeling the behavior of hitting*

D. **Barbara Lynn mentioned a number of risks we take when we rely on <u>spanking</u> as our <u>main method</u> of discipline.**

Refer to the following notes & get a good discussion going.

1. Will probably not accomplish what you want.
   a.) When you're not looking, they'll do it again.
   b.) Not teaching self-control.
   c.) May be teaching your children to hurt others.
   d.) You may even abuse your children.
   e.) Your children may:
      -1- think you're not fair
      -2- fight with you
      -3- be out to get you
      -4- sneak around you
      -5- have low self-esteem

2. **What do you think about this statement?**
   "Why take those risks when there are so many safe and effective ways to discipline?"

6. THINGS TO SAY TO YOUR CHILD ABOUT TIME OUT

A. Who has had some experiences with time out? What happened? *Answers will vary.*

B. *You might review the suggestions presented in the video:*

1. I will take you to the time-out place.
2. You will sit down in the chair.
3. As soon as you get quiet, I'll start the timer.
4. If you make noise, I'll start the timer again.
5. If you get up, I'll start the timer again.
6. When the timer rings, I'll come. I'll let you out.
7. If you're not yet in control, I'll send you to the bedroom until you're calm enough to come out.

NOTE: When he or she has already "served the time" for the original wrongdoing, rather than to continue the time out, the idea is to teach the child that people need to be in control before rejoining "society". So, suggest that he or she go to a private place (a bedroom is one possibility) until he or she can "get it together". You may choose to let him or her decide when to come out or <u>you</u> may choose to be the judge that he or she is ready.

Another way to use behavior modification is to use charts to keep track of everyday expectations. *You may want to provide your participants with copies of the samples at the end of this book so they can make some to fit their individual needs.* **How many of you have ever used charts to keep track of the things your children are doing? Did it work? How did you do it?** *Answers will vary.* **The video indicated that charts like this can work with children of all ages. Of course, you should modify the expectations and the appearance for older children. Please see the typed chart at the back of this book for an example of one that could be used with older children. One could even be further adapted for older teens and adults.**

7. IMPROVING A SPECIFIC BEHAVIOR

A. **Remember, behavior modification will work if you're willing to put in the time, energy, and consistent effort. Let's review the steps.** *Remind the participants that it is important to work on only one problem at a time. Here are the items on the list of how to improve a specific behavior. You may want to list them on your board or flip chart or you may have written them ahead of time.*

B. **Describe and discuss each one.**
   1. Target the problem.
   2. How many times is the child doing it now?
   3. Decide on the time interval.
   4. Conference with your child.
   5. Decide together on what the child will get and how many it will take to get it.
   6. You decide on a negative consequence.

C. *Ask the group to tell you some of the problems they're having with their children. If you get a general complaint such as, "He's doing bad at school" or "She bothers her sister", help the participants make it more specific. List them on your board or flip chart.*

D. *Now take the list you just generated and select a couple of examples to discuss in detail, using the procedure outlined above.*

E. *You may want to give each participant a blank sheet of paper and guide them through creating a chart to use with their own child regarding a specific problem they're having.*

8. SETTING UP A CONTRACT

A. Another discipline technique is to use contracts. They are agreements between the parent and the child to help the child learn to do something better.

B. It is very important that the parent keeps his or her end of the bargain because it is also a lesson in commitment.

9. FAMILY MEETINGS

A. *Concept*: This is an effective option for solving problems that affect all members of the family. Have any of you ever tried having a family meeting? How did you do it? Was it helpful? *Answers will vary.*

B. *Suggestion*-Most people agree that until children are at least eight years old, they aren't fully able to participate. Individual cases may differ.

10. TEMPER TANTRUMS

A. Causes:
   1. hunger
   2. fatigue
   3. change in schedule
   4. emotional overload
   5. inability to express frustration verbally

B. Suggestions
   1. try to prevent them by doing things when children are at their best.
   2. make sure your child is safe
   3. let it run its course
   4. behave calmly and in a matter-of-fact manner
   5. remember that all other parents have been through this before, so try not to be embarrassed

Parenting Styles: Dr. Drew Edwards

Dr. Edwards described three types of parenting styles. What were they?

Answers:

1. One is where the parent is strict, tells the children what to do and what not to do, and doesn't focus on the child's feelings or opinions.
2. Another is where the parent focuses on feelings and opinions, doesn't give a whole lot of guidance and direction and may not emphasize responsibility.
3. Authoritative-This one is strict when it needs to be, requires responsibility and gives direction, gives a lot of support and nurturance and gives a lot of respect for the child's feelings.

What are the benefits for the child of each style? What are the benefits for the parent of each style?

What kind of adult is a parent creating by the use of each style?

Possible answers:
A parent who follows #1 may love the child very much but isn't allowing the child to think for him or herself. One risk is that those children will become followers and may follow people who do not have their best interests at heart. *Solicit other answers.*

The parent who follows #2 may have children who are irresponsible and who are so used to having their own way that they become very frustrated when they encounter situations where they can not have their own way. *Solicit other answers.*

How would you characterize a child who has a parent who follows #3?

Do you see yourself in any of these styles? Do you now think you should be using a different style? Why? What might keep you from doing it? *Answers will vary.*

OPEN-ENDED SITUATIONS

The following are three situations that commonly occur in families. Watch each segment and then discuss it and/or role play it with your group. Encourage the participants to share what they might have done before seeing this video and then what they might try now. Emphasize that there are no right or wrong answers and that many solutions might work.

1. In this scene, a grandfather is trying to get his grandson to get ready for bed. The grandson is ignoring and stalling. The grandfather has asked repeatedly. What could he do next? *Possible answers:*

a. Natural Consequences Leave him to get himself to bed, realizing that he may not have his things ready for school, which will have consequences of its own, and realizing that he may not get enough sleep and will therefore be tired the next day. *See if your group can come up with others.*

b. Logical Consequences If he goes to bed late tonight, he'll have to go to bed that much earlier tomorrow. If he doesn't get in bed on time, he loses either the privilege of reading to himself or of having a book read to him. *See if your group can come up with others.*

c. Behavior Modification Start a chart. For each night that he gets to bed on time, he earns a check or star or sticker. For a certain number of stickers, he gets something he wants. Another use of behavior modification could be promising to read from a favorite book if and only if he is in bed at the appointed time. *See if your group can come up with others.*

d. Contract Write up a contract agreeing to offer something he wants if he will get to bed on time without your having to remind him a certain number of times. Write it up, both of you sign it, and shake on it.
See if your group can come up with others.

2. In this situation, the mother comes in her daughter's room to find it messy. The daughter argues with her about cleaning it up. What could the mother do?

a. Natural Consequences Let her leave her room messy. Before long, she won't be able to find clothes, schoolwork, and other things that she needs, or perhaps she'll be embarrassed when someone comes in. She might trip over something and get hurt, or she might break something of value to her. *See if your group can come up with other ideas.*

b. Logical Consequences You could decide to confiscate everything that is out of place. She could lose them permanently or for some specified length of time. She might have to buy them back. Another technique would be to make going somewhere that she wants to go contingent on a neat room. *See if your group can come up with other ideas.*

c. Behavior Modification You could tell her you plan to check her room once or perhaps twice a day. If it is neat enough to meet your criteria, she will get a check or star on a chart. When she earns an agreed-upon number of checks or stars, she'll get something she wants. Another possibility is to give her a bowl full of something like marbles or pennies. Place a certain value such as a nickel, a dime, or a penny on each item. Tell her that at various unannounced times during the week, you'll check to see how her room looks. For each item you find out of place, you'll remove a marble or penny. At the end of the week, she can trade in what's left for something she wants. *See if your group can come up with some other ideas.*

d. Contracts Make an agreement with the child that when she keeps her room neat to specified standards that you'll do something for her or with her or you'll get her something that she wants. Remember, that might be something you frankly would have given anyway, only now it's contingent on her behavior. *See if your group can come up with others.*

3. In this situation, the teacher is telling the mother that she is having lots of trouble with John. He's forgetting his homework, he doesn't finish his classwork, he's daydreaming, he's talking to his neighbors, and yesterday he got into a fight on the playground.

a. Natural Consequences The mother could encourage him to do better, but if he doesn't, just let him face the results. That could include failing his grade or being suspended or even excluded for fighting. Is that being a responsible parent? Could you do that if the child was 9? What if he's 17? *Does your group have any other ideas in this category?*

b. Logical Consequences If he forgets his homework or doesn't complete his classwork, he could be required to stay in his room and do all of it over again before he could go out with his friends. Regarding the fight, he could be required to write a letter to the other child or write an essay about fighting for the parent. Since he is having trouble getting along with others, he could be grounded for some length of time. *Does anyone have any other ideas here?*

c. Behavior Modification Work out a chart that lists the areas that are giving the child trouble. In cooperation with the teacher, keep track of how he's doing each day. At the end of the week, count up the checks (or stars, or stickers) and give him the agreed-upon things if he earned enough. You may want to do this on a daily basis if the problem is severe or if the child is young. *See if your participants can think of some more ways to apply behavior modification.*

d. Contracts Write up an agreement between you and the child explaining what you will do and what he will do. Both of you sign it and shake. Keep track of how he's doing and then be sure to keep your promise.

III. CONCLUSION

1. **Now we have reviewed (some, many, or all of) the ten suggestions and you have written down some notes about you and your children on "My Personal Plan".**

2. **First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself.**
   You may even want to put gold stars on their papers if you don't think that's too silly.

3. **Now look to the right side at the list of ideas you are going to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**

4. **Put a number 1 next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc.**

5. **Plan to work on one new goal each week. Are you willing to make a commitment to yourself tonight?** *(Pause)*
   Would you also be willing to make a commitment to someone else in this room? *(Pause)* **If you would, then do it now. Yes, really. It will help you to keep your promise.**
   Give the participants a chance to promise to someone else that they're going to work on a specific suggestion.

6. **When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to keep on trying.**

Best wishes!

We hope you enjoy successful parenting !!!

You may want to suggest to your workshop participants that they purchase their own copy of the "Discipline Makes the Difference" video so they can review it periodically and so they can share it with the other adults in their child's life such as the child's other parent, the parent's boyfriend or girlfriend, the child's grandparents, aunts, uncles, cousins, teachers, counselors, neighbors, baby-sitters, etc. You may also want to make your participants aware of the other tapes in the Successful Parenting series: "Self-Esteem is the Key" is Part One, and "Communication is Crucial" is Part Two. In addition to these videotapes, we have developed supplemental parent materials on the topics of self-esteem, communication, and discipline.

For more information or to order, contact:

Richards & Taylor Video Productions
Sales and Marketing Division
P. O. Box 5087
Horseshoe, N. C 28742
1-800-544-2219

Our videotapes are copyrighted and may not be duplicated.

Thank you again for using this videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and supplemental materials in the Successful Parenting series.

We welcome any comments or suggestions about this tape, this Facilitator's Guide, or the general concept and how it worked for you.

We'd love to find out about the specific ways you've used our materials. We're thrilled when we find out about success stories. Please do let us hear from you at our corporate headquarters at P.O. Box 11851, Winston-Salem, North Carolina 27116. Thanks!

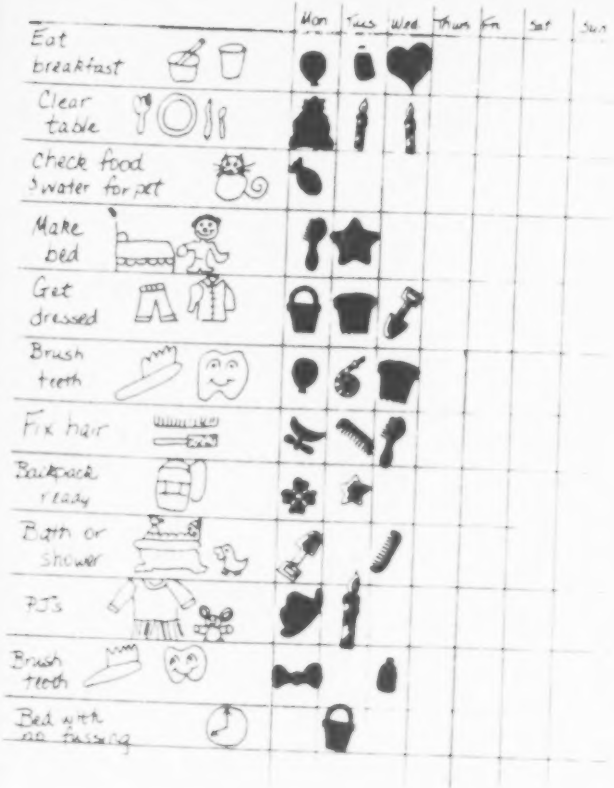
Barbara Lynn Taylor

TEN SUGGESTIONS FOR DISCIPLINING YOUR CHILDREN

1. *Show love and respect to your children*
2. *Establish clear expectations*
3. *Use Natural Consequences*
4. *Use Logical Consequences*
5. *Use Behavior Modification*
6. *Use Time Out*
7. *Follow the suggested procedure to change a specific behavior*
8. *Use Contracts*
9. *Have Family Meetings*
10. *Cope with Temper Tantrums*

My Personal Plan

THINGS I ALREADY DO WELL	*THINGS I'M GOING TO TRY*



Name Nathan
Specific behavior Stop hitting brother
Number of times a day 12 times a day
How often you will check morning + afternoon
Have you talked about it with your child? Yes
What will your child get? Candy bar
What are the negative consequences going to be?
time out

time	S	M	T	W	T	F	S
A M							
P M							

I AM ONE TERRIFIC KID!

I. EXPECTATIONS (v = + 10, x = - 50 —=0) Name_____

A. Mornings

1. Up (shower) dress, shoes bed
2. Make bed
3. (Towel away)
4. Backpack ready
5. Snack
6. ($)
7. Eat, clear, scrape, rinse, load
8. Brush teeth, hair (mislin)
9. Check off chart
10. Ready!

B. Afternoons & Evenings

1. Hwk checked in backpack
2. Help with dinner & table
3. Eat, clear, scrape, rinse, load
4. Undress, brush teeth, etc
5. In bed on time/no calling

II. BONUSES (@ 10 each) Kindnesses to brother, points to others

III. CHORES FOR PAY (VARIES)

EVALUATIONS

Expectations_____
+ bonuses_____
- chores_____

TOTAL ALLOWANCE_____

DISBURSEMENTS

self (30%)_____
gift (30%)_____
bank (30%)_____
church (10%)_____

I Am One Terrific Kid!

Scott	S	M	T	W	T	F	S
Eat breakfast	★	●	!				
Make bed		★	●				
Brush teeth	★	●					
Fix hair	★	★	●				
Backpack ✓	☆	!	●				
Homework	★	●					
Bath or shower	★	/					

Richards & Taylor Productions

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SUCCESSFUL PARENTING

Part Four

School Success Takes Teamwork

The Basics

Facilitator's Guide

RICHARDS & TAYLOR PRODUCTIONS

Hi!

As a teacher and school counselor for 20 years, I worked with children, their teachers, and their parents or guardians. I am convinced that children want to succeed and that parents and guardians do try to do a good job of raising their children. I believe that parenting is the ***toughest job*** *there is, and yet, it is the one for which we get very little training. I want to change that.*

Successful Parenting *has been produced to accomplish that goal. "School Success Takes Teamwork: The Basics" and "School Success Takes Teamwork: Taming the Homework Monster" are part of the* Successful Parenting *series. Each of them comes with a facilitator's guide. Also in the series is the Heart of Parenting Package, consisting of "Self-Esteem is the Key", "Communication is Crucial", and "Discipline Makes the Difference", each of which comes with a facilitator's guide and a user's guide. There is also a workbook for parents on all three subjects of self-esteem, communication, and discipline which parallels the videos and is written on a third to fourth grade reading level. This Heart of Parenting Package is also available in Spanish, with the tapes and the user's guides in Spanish and the facilitator's guide in English.*

We are delighted that you have selected our materials to use in your workshop or class . It is our fervent hope that you and those attending your workshop will view this video, enjoy it, discuss it, learn from it, apply what you have learned, and then tell others about it. We hope that all of the children affected by this class or workshop can be happier and have fewer problems both now and in the future.

We hope the materials in this series will help you and your workshop participants become even more skillful at the art of parenting.

Barbara Lynn Taylor

Notes to facilitators:

Please use your own words, tailor the discussion to the particular group you're working with, and put lots of YOU into it. That's what will make your workshop special!

- *"Stage" directions and suggestions for your benefit will be shown in this type style.*
- **Things for you to say or paraphrase will be in this type style.**
- Information will appear in this type style.

****

What you need to conduct a workshop:

1. The videotape-"School Success Takes Teamwork, The Basics". (This is copyrighted and may not be duplicated.)
2. A copy of each handout found on pages 32, 33, 34, 35, 36, 37, 38, and 39 in this Facilitator's Guide for each participant. (Please do duplicate these.)
3. A pencil for each participant.
4. This Facilitator's Guide.
5. A board and chalk or flip chart and markers may be helpful to you.
6. Energy, enthusiasm, and patience.

Suggested time frame for a one-hour workshop:

- *Do Part I, "Before Viewing the Video".* — *10 minutes*
- *Distribute the three handouts and urge participants to record their thoughts as the workshop progresses.* — *3 minutes*
- *Show the video, "School Success Takes Teamwork: The Basics".* — *17 minutes*
- *Discuss the first two and a half minutes.* — *5 minutes*
- *Discuss the last 14 and a half minutes (8 sections).* — *20 minutes*
  You may choose to do:
  all 8 sections for 2 1/2 minutes each.
  4 of them for 5 minutes each.
  2 of them for 10 minutes each.
  .....or whatever works for you and your group!
- *Summarize, go over "My Personal Plan", set personal goals, and make commitments.* — *5 minutes*

Suggested time frame for a two-hour workshop:

- *Do Part I, "Before Viewing the Video"* — *20 minutes*
- *Distribute the three handouts and urge participants to record their thoughts as the workshop progresses.* — *3 minutes*
- *Show the video, "School Success Takes Teamwork: The Basics".* — *17 minutes*
- *Discuss the first two and a half minutes.* — *10 minutes*
- *Discuss the last 14 and a half minutes (8 sections).* — *60 minutes*
  You may choose to do:
  all 8 sections for 7 1/2 minutes each.
  4 of them for 15 minutes each.
  2 of them for 30 minutes each.
  .....or whatever works for you and your group!
- *Summarize, go over "My Personal Plan", set personal goals, and make commitments.* — *10 minutes*

SUGGESTIONS FOR THE FACILITATOR:

Welcome each of your workshop participants individually, if possible. Try to find out their names and something about why they came to the workshop. You may want to survey the group either one-at-a-time, or after they gather, as to the ages, sexes, and names of their children. If they are teachers, find out what grade level they teach. That will help you personalize your comments later as you lead the discussions.

It is important that you know your audience and that you try to be sensitive to their levels of comprehension with respect to concepts and vocabulary. Teach to those levels.

You may want to set a tone of respect by saying something like, **"Before we begin, let's all agree on confidentiality in this group. For each of us to feel safe in expressing our thoughts and feelings today (tonight), we need to be assured that nothing will be repeated outside this group. Ok?"**

As you lead the discussions, keep in mind that you want to challenge your participants to think and to relate the ideas to their own situations. You don't want to put them on the spot or ask them to reveal personal information unless they want to. Look for those outgoing, talkative members of your group. (There will always be some.) Involve them, and others will probably follow. Use the skill of linking to show the connection between a comment one participant made and one another shared. That strengthens the lesson and builds the self-esteem and confidence of the members of the group.

Some people are auditory learners and will "get it" from the words they hear from you, the video, and the others present. Some are visual learners, so you may want to use a blackboard or a flip chart. Some learn well from either, so they'll appreciate both techniques.

Remember, you don't have to answer every question that you're asked. Often it is effective to toss it back to the group. After group members have expressed ideas, be careful not to shoot them down. If you really think they're way off base, you may want to try saying something like, "Ok, could we look at it like this....?"

There is skill to being an effective presenter. You already have the most important qualities. Read about it and then practice. You'll get better each time.

The intention of the next section, called, "Before Viewing the Video", is to stimulate interest and to encourage the viewers to watch with a purpose.

NOTES:

I. BEFORE VIEWING THE VIDEO

Okay, you're ready. Take a deep breath. Begin the discussion.

You have children. Your children go to school. Sometimes they do well at school. Sometimes they have problems. You don't know what to do to help. Why should you know what to do? Just because you went to school 10 or 20 or even 30 years ago, that doesn't mean you know how to help your child be successful at school today. It's tough! You have taken a positive step by being here today (tonight). Good for you!

1. **Just to get you thinking, can you list five things a parent should do to help a child be successful at school?**
Possible answers: Keep up with the work by going over papers and tests. Go to parent conferences. Sell wrapping paper and candy. *(Ha! You may have some who are cynical about that!)* Help them with homework. Be a grade parent. Be sure they have the right clothes to wear. Help them find their "stuff". Read to them. Take them to the library.

2. **Do you know where you got those ideas?** *Possible answers:* Your own parents or relatives, books, magazines, television, teachers, or neighbors. *You should have a variety of answers here. All are ok.*

3. **Did your own parents or guardians do a good job when it came to your education? How or how not? Do you know why or why not? Who's willing to share?**
This is a tricky one. Chances are, the ones whose parents did a good job will be willing to share. The ones whose parents didn't may or may not. It could be a good chance for them to vent or they might be too embarrassed. Don't push. If they aren't comfortable sharing, just suggest that they think about it. That will serve the purpose of helping them relate their own children to the childhood they experienced years ago.

4. **Ok, well, what is successful? Is passing each grade being successful? Is graduating being successful? How would you define "school success"?**
Possible answers: School success is: passing each grade, graduating, making all A's, making all A's and B's, making all C's or above, pleasing your mom or dad, having the other kids like you, being a good athlete, getting a scholarship to a college, getting a good job before your senior year, knowing the teachers like you, knowing you're popular with those of the opposite sex, learning information that you really think is interesting, developing skills, knowing in your heart that you understood and benefitted from the work in a course even if your grade doesn't show it.

5. **Can you say that you are in a partnership with your children and their teachers or are you pretty much "on the outside looking in"? Have you found any ways to participate? Why is participation important?**
Answers will vary.

6. **Can we name five things that make it hard to establish a partnership with teachers?**
Possible answers: No time to do it. Their hours don't fit my hours. Teachers seem so unapproachable (mean, distant). I don't know whose side to take. If I complain, they just defend each other. I don't think they like me. I don't think they like my child. I feel stupid around them. It feels like they're blaming me if my child isn't doing well.

7. **What experiences have you had so far with parent-teacher conferences?**
Answers will vary.

8. **Has there been a time when you had a major conflict with the teacher or the school? What happened?**
Answers will vary.

9. **Can you think of three things you could do to make the learning better for:**

your children in preschool? *Answers from the video:*
Read to your children, make sure your children get enough sleep, food, playtime, and exercise, monitor TV shows and the amount of time spent watching TV, model good language, play word games, and display good work.

your children in elementary school? *Answers from the video:*
Read to your children or have your children read to you, monitor TV and discuss it, practice math skills in the kitchen and with money, model writing for fun, tell stories to your children and let your children tell you stories, display their good work, take field trips, and go to the library to check out books and to use the other services.

your children in middle school? *Answers from the video:*
Understand the importance of their friends, find discreet ways to show your love and acceptance, monitor TV and video viewing, have your children do chores, make sure they eat and sleep, listen to them, stay involved at school, ask about their day, help them get what they need for research projects, and help them organize their time.

your children in high school? *Answers from the video:*
(See suggestions for middle school plus...) Pace their freedom, plan for after graduation, show love and approval, and help them set priorities.

Now, distribute the copies of the two handouts, "Parent Conferences From Start To Finish", and "Suggestions to Help Your Children Do Better At School". **I am giving you these handouts so you don't have to write so much down during the video. They are yours to keep.**

Now give each participant a copy of "My Personal Plan".

I want you to write down ideas as you view the video and during the rest of the workshop. The left column is for those things you already do well *(and make sure they do write those down!)* **and the right column is for the things you want to try with your family.** *This is not "I'm good at..." and " I'm bad at...."!!!* **You don't have to let anyone else see yours if you don't want to.**

As you view this video, remember, nobody does it all right! Pat yourself on the back for those things you consistently do well. If you hear a suggestion that sounds interesting and you think it could help your children, write it down and make a personal commitment to try it. You'll be helping your children and you'll feel better about yourself as a parent.

We have placed two seconds of black screen between the sections of this videotape, so that you may stop it at various points, thus giving you some choices in the way you structure your workshop.

Here are some possibilities:

1. *Play all 17 minutes at one time, then lead the discussion.*
2. *Play the first 2 1/2 minutes, stop the tape, discuss that section, then play the remaining part of the tape and discuss it.*
3. *Play the first 2 1/2 minutes, stop the tape, discuss that section, then play the remaining sections, one at a time, having discussion between.*

Do what feels right to you.

So now, (relax and enjoy) *or* **(here is) "School Success Takes Teamwork: The Basics".**

While the video is showing, try to unobtrusively observe each workshop participant. Notice any signs of discomfort, identification, agreement, disagreement, amusement, etc. This information will be useful to you in leading the ensuing discussions.

II. AFTER VIEWING THE VIDEO

Remind your participants that, for them to get the most out of this workshop, they must be honest with themselves. Encourage them to be open in the discussion and to participate in the activities.

Be sure to listen attentively and be sensitive to their comments. Encourage your participants to communicate with each other.

Be aware that some of the statements made in the video will elicit disagreement. That's fine. That should lead to lively, informative, meaningful discussions!

FROM THE FIRST TWO AND A HALF MINUTES OF THE VIDEO

1. **What are successful students like? What did we hear in the video?**
Possible answers: They are relaxed and confident; they pay attention; they know where to get help; and they accept responsibility for their own learning.
Can you add any other characteristics of successful students?
Answers will vary.

2. **Who makes up the heart of the team that helps students succeed?**
Answer: The students, the teachers, and the parents.

(Note: Because I served as a school counselor for eleven years, I know how vitally important school counselors are. I'm inclined to include school counselors as part of the heart of the team, but, unfortunately, in some systems, students do not have access to school counselors.)

3. **What do you think it means to "monitor school progress"?**
Possible answers: Keep up with what your child is working on for homework. Look at the daily papers. Watch for informal notes from the teachers. Look at the tests that come home. Watch for formal progress reports. Study report cards. Go to parent/teacher conferences. Call the teachers or write them a note if you feel you don't know how your child is doing. Don't wait until the end of the quarter and then get a big bad surprise!

4. **What exactly does this mean: "Parents need to value school achievement and pass it on to their children."? How can parents do that?**
Possible answers: Parents need to believe that a good education is the key to a successful future. They need to pass these ideas on to their children in their words and in their actions. They need to say things like, "A good education is extremely important." or "Studying is more important than anything else you could be doing right now." or "Good grades now will make a big difference in how happy and successful you are when you grow up." Parents need to back these statements up by insisting that children attend school every day possible, by being sure children have study time every day, by not keeping kids out for social events or going shopping on weeknights, and by being there themselves to supervise and support the homework process. It's a major commitment.

FROM THE LAST 14 1/2 MINUTES OF THE VIDEO

If you decided to start and stop the tape, your discussion will be segmented. The following directions assume you showed it straight through. Please make the appropriate adjustments.

Discuss any or all of these suggestions in any order you wish. You may want to take them in chronological order. You may want to let the participants choose which ones they want to discuss. You may want to recall the participants' reactions and choose accordingly.

From "Ways Parents or Guardians Can Be Involved With the School"

1. **What good does it do your children if you get involved in the school?**
Possible answers: The message is sent to the children that school is a worthwhile place. It demonstrates that the parents value the school. That attitude is passed on to the children and that affects the effort they're willing to put forth. The school itself also becomes better such as more facilities, more equipment, better organized, more attractive, etc.

2. **What are some ways parents can help at the school?**
Possible answers: Shelving books in the library, doing an inventory in the library, chaperoning on field trips, bringing treats for parties, helping put on a party, making items for the teacher to use with the children, putting up bulletin boards in the classrooms or halls, relieving the teachers so they can go out to lunch, assisting at field days, sharing your career at Career Day, being a listener or buddy to a child, tutoring a child in reading or math, listening to a child read, selling items during the fundraisers, helping to beautify the school grounds, helping in the health room, helping in the computer lab, serving as a grade parent, going to PTA meetings, serving as an officer in the PTA, going to school board meetings, running for school board, and there are many more.

3. **But, what if you work during school hours? How can you help?**
Possible answers: Many parents can't come to school during the day. That doesn't mean they can't get involved with the school too. They can do things at home in the evenings or on weekends such as: make items to go on bulletin boards, make food for parties, gather information or make exhibits to supplement a unit the children are studying, make a video to share with the class on something they're studying, serve on the landscape or beautification committee and work on the weekend, or assist with a "one-shot-deal" like the science fair, literature contest, Odyssey of the Mind competition, or field day. Or, just spot a need and find a creative way to fill it!

4. **How many of you have ever visited in your child's room during class?**

Here you may want to bring up the following:

a.) The difficulty in being available at that time of the day.
Possible reasons: Jobs, other children, or elderly relatives to care for.

b.) How students of different ages feel about you doing that.
Possible answers: The younger they are the more they love it. Older ones may still appreciate it if you're discreet, but may not show it at the time.

c.) What kinds of information you're likely to gain.
Possible answers: What is expected of them behaviorally and academically, what their teachers are like, and how they compare academically, socially, and emotionally to their classmates. You may be able to better understand some of the things they've been telling you about the work, the teacher, or the other children. *(*Realize that your presence may change everyone's behavior.*)*

d.) Are teachers really happy to have you there? Is it possible that they'll feel threatened and "snooped on"? Could that end up hurting your child?
Answers will vary.

5. **If you have visited in your child's room, was it a good experience for <u>you</u>? For <u>your</u> <u>child</u>?**
Listen carefully here. This may be a good time for linking the comments that are made.

From "Communicate Well With Your Child's Teachers"

1. **The video suggested that you set a positive tone with your child's teachers early in the year. One reason given is that, "It's easier when problems come up." What do you think that means?**
Possible answers: When a teacher sees the good in a child and family from the beginning, his/her attitude is likely to be better if there's trouble. It will seem more like friends trying to solve a problem together than adversaries fighting it out. It's human nature to feel more kindly toward a child when the child and the parents have been pleasant.

2. **The video said strongly that you are your child's advocate and that you shouldn't expect someone else to do it for you. Do you think teachers tell each other from year to year about special needs or medical conditions?**
Encourage the group to discuss this. Then you may want to share the following: Usually teachers do share or they see the information in the child's cumulative folder, but sometimes information falls through the cracks. As the parent, it is up to you to be absolutely positive that all school personnel who need to know do know about any special characteristics or needs that your child has. Do it in a friendly way that doesn't criticize or sound like it could be accusing them of not doing their job. That wouldn't help. You may want to preface your comments with, "You (may) (probably) already know this, but for Jennifer's sake, I just wanted to be sure." As the year progresses, if you see problems related to your child's exceptionality, you need to contact the teachers and talk about it. Remember, even though school personnel know a great deal, they are not as familiar with your situation as you are.

3. **Would you ever tell your child's teacher if you and your spouse decided to split up? What if your elderly mother came to live with you? What if your sister was killed in a car wreck? What if you or the child's other parent just got a new job? Lost a job? Decided to move to another state? What if you just found out you your wife is pregnant? With twins????**
Encourage the group to discuss this. You'll probably get some who say those kinds of things are nobody's business. Then point out that although some people might consider these quite personal, they are life situations that may have an effect on a child at school and on a child's ability to complete homework. Tell them they don't need to share every detail, but it is helpful to a teacher to be aware of what your child is going through so that the teacher can be compassionate and helpful to the child.

4. **How do you feel when you get a call or note from the teacher that tells you your child has done something wrong?**
Let the comments fly. Chances are, most people will say they feel that sick feeling in the pit of their stomach, kind of like when they see the police officer's light in back of their car. They feel worried, embarrassed, scared, guilty, and don't want to face it at all. Unfortunately, because of that, many people don't respond. Then the problem doesn't get fixed.
Come on, parents. We need to be brave. We need to be grown up. We need to "face the music" and help fix the problem. Often, it's not nearly as bad as we thought. Remember, if you have that team approach going, nobody should be under attack here. No matter how it got there, the problem exists. The problem is the enemy. So, work together to beat it.

5. **Do you think it's okay for parents to contact teachers? At home? At school?**
Discuss. Points to make: Some may think it's fine and others may feel reluctant to do so. Remember, the video said a problem doesn't have to be big to be important. But do find out when each teacher prefers to be contacted and how. Some like notes, and some like phone calls. Some will take calls at home and some prefer to take them at school. Try to respect their preferences.

From
"Parent/Teacher Conferences"

I know, for me, "getting ready" for a parent/teacher conference has always been changing clothes and going to the school. How's about you?
Discuss.
The video spelled out several steps in having a successful parent/teacher conference.

Please take out your handout titled, "Parent/Teacher Conferences From Start to Finish".
Discuss this handout in as much detail as you think appropriate for your group and your time frame. You may want to replay specific parts of the video as you discuss it.

From "Conflicts, Complaints, and Other Unpleasant Issues"

1. **Can you think of any complaints that you have had about your children's teachers? Please don't mention the teachers' names.**
Expect some "dumping" here. Suggest you listen patiently and link similar comments. If you don't get any comments here, offer an example of your own.
Conflicts, complaints, and other issues <u>are</u> going to come up so we need to know how to handle them.

2. **What did you think about the father going on and on about how bad the child's teacher is, in front of the child?**
Answers will vary.
What effect will that have?
It will probably confuse the child. The child won't know who to be loyal to. He will probably lose respect for the teacher. That may mean he won't try as hard and therefore won't achieve as much.
What should the father do?
He should listen to the child's concerns, show he understands, brainstorm what choices the child has, and then support the child when he tries those choices. If the father really believes there is a big problem with the teacher, <u>he</u> should go see the teacher. He should keep his negative ideas about the teacher to himself.

3. **The video said, "Don't assume your children are right....or wrong." That sounds like double talk. What do you think it meant?**
Possible answer: Parents need to check things out. There are two sides to every story. Sometimes our children <u>do</u> report things accurately and sometimes they <u>don't</u>. Sometimes we jump to their defense assuming that "our little sweethearts" will always "tell it like it is". But sometimes we are down on our kids and we jump to the assumption that <u>they</u> were the ones who were wrong.

4. **Have you ever had a situation where somebody went to your boss about your work and got you in trouble? Did you wish they had just come to you first?**

Discuss. Stories will vary. Be ready with one of your own in case nobody offers an example.

The next section in the video acknowledges that there will be problems with regard to school. Parents will not always be happy with what they see or hear about the teachers and the school. What is the point the author is trying to make about the superintendent, principal, and teacher?

Answer: When a conflict or concern does arise, parents should go to the person who is most likely to be able to do something. There are certain things about which you should go to the superintendent or other central office personnel; certain things about which you should go to the principal or assistant principal; and certain things about which you should go directly to the teacher.

The areas of responsibility mentioned in the video are:

Superintendent or other central office personnel:
System-wide policies, district lines, or building design or construction.

Principal or assistant principal: Class schedules, room assignment, condition of the school or grounds, bus issues, or teacher assignment.

Teacher: Homework, class seating, friendships, the child's relationship with the teacher, or the teacher's methods.

Can you think of any other problems that could come up? Who should handle them?

5. **Does your school have a professional school counselor or guidance counselor?**

Answers will vary.

Has the counselor ever helped your child?

Answers will vary.

Are you aware of the things a counselor in a school does?

Possible answers:

Counselors:

1. Work with students individually and in small groups to help them overcome problems which may be causing unhappiness and an inability to accomplish all they're capable of at school.

2. Teach classes about issues that will help them be happier and more successful as students and as adults.

3. Consult with parents, teachers, and other professionals involved in the student's life.

4. Conduct workshops for school professionals and for parents to help them be more knowledgeable about subjects relating to the students.

5. Conduct or contribute to the process required to enable a student to receive special services in the school system.

6. Advocate for the student when necessary.

7. Assist the student in plans for after high school, whether that be a career, training, or college.

8. Help with a student's course load and schedule.

Counselors do a lot. We should take advantage of the services they provide.

From "Suggestions for Your Children In Preschool"

1. **Why is it good to read to your preschool children?**
Possible answers: It makes them comfortable with books; it helps them get the sense of how language works; it shows them the richness of our language; it shows that there is a beginning, a middle, and an end to each story; it helps them see the sound-letter associations that lead to reading; it shows them that you value reading which will most likely make them value reading; it's a fun and interesting activity for parents and kids to do together; it can open up lots of discussions; and it gets them in the habit of reading.

2. **Why is it a good idea to read books that your children have picked?**
Possible answers: Your child's interest may be greater and it will give the child feelings of power and control.
Of course, it's okay to select some books yourself.

3. **It's been said that a balanced life is best. What activities does a parent need to balance for a preschool child?**
Possible answers: (There may be more that are good.) Getting exercise, sleeping, playing, being with friends, being alone, having creative time, and---watching TV???

4. **Is television something we should be sure is included? Is it something we have to fight to limit?** *There will surely be different answers here! Try not to preach and do show respect for their answers.*

5. **Yes, this is a touchy question. What about TV? Do you let your children watch it? If so, what do they watch? How do you decide what they may watch?** *You should get lots of different comments here. Remember, there are no absolutely right or wrong answers. However, studies do show that after a minimal amount, the more TV a child watches, the less successful that child is at school.*

6. **Think back to the last day you spent with your preschool child. Did you talk to the child as you did things around the house or as you drove around town?**

Ask for examples here.

When you do that, you help your child's language develop.

7. **There are many word games parents and grandparents can play with their preschool children that will help the children's knowledge of language grow. Some games are:**

a.) **<u>What Is It?</u>**

Just point to something and have the child name it.

b.) **<u>What Do We Do With It?</u>**

Have the child tell the function of an object such as:

1. a fork-----we eat with it
2. a car-----we ride in it
3. a refrigerator------we keep things cold in it.

c.) **<u>Beginning Sounds</u>**

"Let's think of all the words we can that begin with the letter b"----bear, bunny, bat, ball, bite, bicycle, bubble gum, etc.

d.) **<u>Rhyming Words</u>**

"What are some words that rhyme with at?"
bat, cat, fat, hat, mat, pat, rat, sat, vat, splat, that, etc.

e.) **<u>Opposites</u>**

"What is the opposite of_____?"
Light/dark, big/small, morning/night, hard/soft, weak/strong, fast/slow, happy/sad, etc.

From "Suggestions for Your Children in Elementary School"

1. **Reading experts say that it is important to read to your children or have them read to you every day. Many of the reasons are the same ones listed on page 22 in the preschool section. Can you think of some reasons unique to elementary age children?** *Possible answers:*
It gives them the chance to practice and to show you what they've learned. It broadens their knowledge base.

2. **What does the author mean when she says that this daily reading should "not be a test"?** *Possible answers:* Some parents read with their elementary age children only to find out how that child is progressing, and they really put the pressure on. The child may feel as if he/she is on stage and will be criticized or the parent will think less of him/her if a mistake is made. That doesn't lead to relaxed reading for enjoyment.

3. **Television is certainly an issue during the elementary school years. What do you do at your house? Do you monitor what your children watch? What are the problems you've found with that?** *Discuss this. Be prepared for some disagreements and some defensiveness.*

4. **Is it realistic to say that you'll watch and/or discuss television shows with your children? Some people accuse today's parents of using the TV as a baby-sitter. What do you say to that?** *Discuss this.*

5. **We saw a little girl and her dad in the kitchen measuring flour as a way to learn math skills. Have you found other ways to help your children practice math skills and to see that math really is used in everyday life?** *Possible answers:* Setting the table, dividing food such as cookies, measuring liquids, figuring distances on the highway, helping to figure out your checkbook, and paying money and getting change. Math is also used in sports like baseball (statistics, batting averages, etc.) or football (statistics, how much is left for the first down, etc.), and there are many, many more.

6. **What do you do with your child's good work?** *There may be many good contributions here or displaying items on the refrigerator may be all they can come up with. Encourage sharing of ideas as long as the idea is to compliment the child for a job well-done.*

7. **What did you think of the suggestion that we take our children on field trips? Do you have any problems with that?** (Time, energy, money, etc.) **Have you done it before? Where did you go? Do you have any ideas for places in or near your community that you could take your children?** *Hopefully, this discussion will generate some common concerns, some ways to overcome them, and sharing of some good ideas of where to go.*

8. **Is it realistic to think that parents will take time after a field trip to have their children do some activity like drawing a picture of it, acting it out, writing about it, or discussing it? Do you see value in doing those things? Would you ask your family to do them?** *Discuss.*

9. **Can you find the time to take your children to the public library to check out books?** *Discuss.*

From "Suggestions for Your Children in Middle School"

1. **Has your middle school child ever demonstrated to you that peers are more important than you are? What happened? How did <u>you</u> <u>feel</u>?** *Be prepared to "prime the pump" here with a story of your own just in case they're not ready to share. Chances are, they will, after a while. Empathize.*
It's normal, but it hurts. And it's frustrating. And it can make us angry. And all that's normal, too.

2. **I've heard some people say that once a child reaches middle school, they don't want to be praised or hugged or gushed over. What do you think about that?**
Accept all comments. Try to lead them to this idea: Even middle school kids need to know that they are loved and appreciated. It's the time and method you choose that matters. They probably won't appreciate a big display in front of their friends.

3. **Middle school kids can look very grown up. At times they can even act very grown up. Should they be allowed to watch grown up TV shows and videos?**
Discuss. The experts say "No." What do you say?
Have you ever tried to enforce that? How? What happened?

4. **What experiences have you had in having your middle school child do chores?** *Share successes and frustrations. Emphasize that doing chores helps with being responsible and <u>that</u> carries over to school.*
Discuss the phrase "insist on a quality job".

5. **The video said, "We should be sure that our children get enough sleep and nourishing meals." Is that one of those "easier said than done" things?** *Discuss the difficulties of making sure children sleep and that they don't fill up on junk food.*

6. **One of the hardest things for us parents to do is to <u>listen</u> to our children. We want to preach, argue, complain, moralize or whatever. A very important way for us to help our children succeed in school is to learn to listen to their concerns objectively.**
You may want to do some role plays here showing the right and wrong ways to listen to our children. You'll find help for that in part two of Successful Parenting, "Communication Is Crucial".

7. **You don't have to share this, but think to yourself, if you have middle school children, do you know the names of each of your child's teachers, the courses they are taking, and when each course is taught? If you don't know at least that much, you're probably not keeping up with your child's schooling.**

Find out. It will show you care. It will also allow you to ask specific questions of your child. It will help you know what your child's day is like. Then you can be more understanding.

8. **Some parents ignore it when a teacher or school administrator calls them or writes them a note. Why do you think they do that?**
Possible answers: They never get the phone message or the note. The child says the problem never happened and the parent believes the child. The child admits the problem and says it won't happen again, so the parent drops it. The parent tries, but can't get the teacher. The parent's job prevents him/her from answering. The parent is too busy with other children. The parent just does not want to hear anything bad about the child. The parent is overwhelmed with problems and can't handle one more.

9. **Teachers often assign projects that require getting to the library. What are some of the ways you could get your middle school children to the library?**
Possible answers: Drive them yourself. Ask a classmate's parent or other relative to drive them. Have them take a city bus. *Can your group come up with any others?*

From "Suggestions for Your Children In High School"

1. **Do you think that when our children enter high school we can assume that they have all the characteristics and skills of a mature, responsible, and organized student?**
Discuss. Ask for examples.
It would be nice, but maybe they don't. So, be sure you know your child, and if the suggestions given for middle school still apply, do them.

2. **How old was your child when you first let him/her:**
   - **a.) go outside without you?**
   - **b.) walk to a friend's house?**
   - **c.) spend the night somewhere away from you?**
   - **d.) ride a bike out of your sight?**
   - **e.) go into a store alone?**
   - **f.) cross a busy street?**
   - **g.) ride in a car with a teenage driver?**
   - **h.) stay out past midnight?**
   - **i.) drive the family car?**
   - **j.) make his/her own decisions? About what?**

3. **Any other milestones you can remember?**

4. **On what did you base your decisions? How did you know it was time?**
Discuss.

5. **Those are all steps toward independence. Will your child be ready for independence at 18? Sooner? Will <u>you</u> be ready for your child to be independent?**
Discuss.

6. **Remember when your child proudly told you of plans to be a teacher, firefighter, pilot, nurse, or whatever? Parents typically have been thinking about what their child would "be" since the day he/she was born. But, often parents don't do anything about plans soon enough. Often, parents aren't realistic about what would be right for each child. There are many honorable and interesting jobs that can provide a comfortable living. The important thing is to match the child to the right job. High school graduation is vital for almost every job. Past that, there are many choices. For some, the high school diploma is sufficient. Then the child needs to find a job. For some, an apprenticeship is required. Many find the military a good choice right after high school. For some, technical college is the way. For others, a junior college will suffice. Some will go on to four years of college. Some will go on to graduate school for master's degrees and even beyond for Ph.D.'s, medical degrees, law degrees, and so forth. How do you know what's right for your child?**
Possible answers: Talk with your child, look at your child's grades for strengths and weakness, and talk with the teachers and professional school counselors.

7. **When do you think parents should start talking with their child about careers?**
Discuss.

8. **What are appropriate ways to show your high school students your love?**
Possible answers: Tell them in words, pat them on the back, leave them a note, hug them (if they're comfortable with that), wink at them, brag about them to others so they hear it, and so forth.

III. CONCLUSION

1. **Now we have reviewed (some of, many of, or all of) the suggestions and you have written down some notes about you and your children on "My Personal Plan".**

2. **First look on the left side of your paper entitled, "Things I Already Do Well". For every item you listed, congratulate yourself.**

3. **Now look on the right side at the list of ideas you are going to try. None of us can make lots of changes all at once, so take a moment to prioritize your list.**

4. **Put a number 1 next to the one you think is most important. Then rank the rest by numbering them 2, 3, 4, etc. Jot down the name of your child that you think especially needs each idea.**

5. **Plan to work on one new goal each week. Are you willing to make a commitment to <u>yourself</u> tonight?** *(Pause)* **Would you also be willing to make a commitment to <u>someone else</u> in this room?** *(Pause)* **If you would, then do it now. Yes, really. It will help you to keep your promise.**
(Give the participants a chance to promise to someone else that they're going to work on a specific suggestion.)

6. **When you get home, put your list on your refrigerator or on your bathroom mirror. Look at it every morning, decide on your goal for the day, and promise yourself to <u>keep on trying</u>.**

Best wishes!

We hope you enjoy successful parenting !

You may want to suggest to your workshop participants that they purchase their own copy of the "School Success Takes Teamwork: The Basics" video so they can review it periodically, and so they can share it with the other adults in their child's life. You may also want to make your participants aware of the other tapes in the SUCCESSFUL PARENTING *series: "Self-Esteem is the Key", "Communication is Crucial", "Discipline Makes the Difference", and "School Success Takes Teamwork: Taming the Homework Monster". The tapes on self-esteem, communication, and discipline are also available in Spanish. In addition to these videotapes, we have developed a workbook for parents covering self-esteem, communication, and discipline which is written on a third to fourth grade reading level. The workbook has also been recorded on audiotape.*

For more information or to order, please contact:

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Thank you again for using this videotape and Facilitator's Guide. We hope you'll consider using other tapes, guides, and other materials in the SUCCESSFUL PARENTING *series.*

We welcome any comments, concerns, or suggestions regarding this tape, this Facilitator's Guide, or our general concept and how it worked for you. We'd also love to find out about the specific ways you've used our materials. Success stories keep us going!

Please do let us hear from you. Thanks!

Barbara Lynn Taylor

SCHOOL SUCCESS TAKES TEAMWORK

The Basics

PARENT/TEACHER CONFERENCES FROM START TO FINISH

Getting Ready for Parent/Teacher Conferences

1. Think about your child.

2. Talk with other key people like the child's other parent or grandparents.

3. Talk with your child:
   a.) What is your best subject? Worst subject?
   b.) Is there anything you're upset about?
   c.) Is there anything I should ask your teacher?
   d.) Do you think your teacher likes you?

4. Write down a list of any information you want to share, any concerns you have, and any questions you want to ask.

5. Collect some work samples to show what concerns you.

Let the conference begin!

1. Try to relax and think positively.

2. Tell your name and your relationship to the child.

3. Set a positive, relaxed, confident tone as a partner in the child's education.

4. Compliment the teacher for something he/she did or, if you can't think of anything, thank the teacher for his/her time.

5. Let the teacher talk. Listen. Take notes. Get to know your child through the teacher's eyes.

6. If your questions have not already been answered, ask them.

7. If there's time, you may want to ask some, or all, of these:
   a.) How is my child's attitude?
   b.) Has my child missed any classes?
   c.) How do you measure progress in this class? Is it class participation? Homework? Projects? Tests?

The conference is over.

1. Tell your child about the conference, emphasizing the positive and being direct about any problems that came up.

2. Be clear about what you're going to do and do it!

3. Act quickly on suggestions such as having vision or hearing checked.

4. Write the teacher a short note thanking him/her for the time and confirming the decisions the two of you reached.

5. Keep records of meetings, notes from teachers, test results, and report cards.

6. Follow up a few weeks later by calling, writing, or requesting another conference.

SCHOOL SUCCESS TAKES TEAMWORK

The Basics

Suggestions For Your Children In Preschool

1. Read books to your children. Let them pick the book sometimes.
2. Balance your children's activities, making sure they get enough exercise, sleep, playtime with friends, time alone, the amount of TV you think is right, and whatever else you think is important.
3. Check on what TV shows your children are watching and only permit those that you have approved.
4. Help your children's language develop by talking about your everyday activities.
5. Play word games that will make your children think.
6. Take your children to the library and check out books.

Suggestions For Your Children In Elementary School

1. Read to or have your children read to you every day. Let it be fun, and not a test.

2. Monitor what shows your children watch on TV and discuss them.

3. Help build your children's math skills using concrete objects. Have your children practice measuring and telling time.

4. Model writing notes and letters and show you enjoy it.

5. Tell your children stories and encourage them to tell you stories.

6. Display your children's good work where everyone can see it.

7. Take field trips. Later, your children can discuss it, write about it, act it out, or draw pictures.

8. Take your children to the library and check out books.

Suggestions For Your Children In Middle School

1. Understand that your children's peers are more important than you are right now and that's normal.

2. Find discreet ways to praise, encourage, and express your love for your children.

3. Continue to limit the TV and videos your children are watching.

4. Continue having your children do chores and insist on a quality job.

5. See that your children get enough sleep and nourishing meals.

6. Listen objectively to your children's concerns.

7. Stay involved in the school.
   a.) know your children's teachers
   b.) know your children's courses
   c.) know your children's schedule
   d.) respond if a teacher contacts you

Suggestions For Your Children In High School

1. Review the suggestions for middle school and continue to do them if needed.

2. Space out freedom and responsibility so your children will be ready to be on their own by the time graduation comes.

3. Early in high school, begin to help your children make plans for after high school, making sure the choice is right for each child.

4. Continue to find ways that your children will accept to show your approval and your love.

My Personal Plan

THINGS I ALREADY DO WELL	*THINGS I'M GOING TO TRY*

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